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MONTEREY, CALIFORNIA

MBA PROFESSIONAL PROJECT

MARINE CORPS MENTORSHIP: AN EXPLORATORY STUDY ON CHANGES FROM A FORMAL TO AN INFORMAL FRAMEWORK

December 2020

By: **Jeffrey J. Kisla**
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Many studies have found that informal mentoring programs are more effective than formal programs. Consistent with those studies, the Marine Corps replaced its formal policy with an informal mentoring program starting in 2017. The most significant changes for the Marine Corps during this transition from a formal to an informal mentoring program were the removal of assigned mentors and the prescription for mentors to focus on six functional areas that provide a comprehensive framework for leader development. These functional areas encompass the topics of fidelity (organizational core values and principles), the fighter (cumulative military skill sets), fitness (comprehensive well-being), family (social relationships), finances (fiscal planning and budget management), and the future (establishment of personal and professional goals). However, research shows that successful mentorship programs incorporate a strategic focus that organizes the goals and process to include the development of mentoring skills. This suggests that the recent changes to the Marine mentoring program may be insufficient to generate robust mentoring. This study investigated how the 2017 policy change has affected how Marines mentor and are mentored and makes recommendations for further improvement. We identified factors shown in research that contribute to successful mentoring programs, assessed the revised Marine mentor program against research findings, and identified potential improvements.

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MARINE CORPS MENTORSHIP: AN EXPLORATORY STUDY ON CHANGES FROM A FORMAL TO AN INFORMAL FRAMEWORK

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Submitted in partial fulfillment of the
requirements for the degree of

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ABSTRACT

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LIST OF ACRONYMS AND ABBREVIATIONS

ATC	air traffic control
CO	Commanding Officer
CPG	Commandant's planning guidance
DOD	Department of Defense
EAS	end of active duty service
FITREP	fitness report
FPC	Force Preservation Council
IRB	Institutional Review Board
LLI	Lejeune Leadership Institute
MCMP	Marine Corps mentoring program
MCU	Marine Corps University
MEU	Marine Expeditionary Unit
MLD	Marine leader development
MOI	Marine Officer Instructor
MOS	military occupational specialty
MWSS	Marine Wing Support Squadron
NCO	Noncommissioned Officer
NPS	Naval Postgraduate School
NROTC	Naval Reserve Officers Training Corps
OIF	operation Iraqi freedom
PME	professional military education
PT	physical training
SNCO	Staff Noncommissioned Officer
XO	Executive Officer

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PREFACE

As I, Bo Yang, get closer in reaching my 16th year on active duty military service (19 years total service) in the Marine Corps, I can't help but wonder if I'd ever reach this milestone without positive support received from friends, family, counselors, and the many mentoring relationships I've established throughout the years. I entered Marine Corps enlisted boot camp during a daunting and chaotic period for our nation—July 2001, right before the September 11, 2001, attack on the World Trade Center. A tremendous amount of uncertainty loomed for all newly made Marines. The nation was on the brink of war against global terrorism that would be on the rise. I deployed twice to Iraq during my initial four-year enlistment, once during the initial invasion in 2003 for OIF I, and subsequently the following year for OIF II. I was fortunate to have invaluable mentors guide me along the way to aid in a successful transition out of the military. These same mentors eventually assisted with my transition back into the service as a Marine Corps officer years later.

I have been extremely blessed, most of the time, during the past 11 years as a Marine Corps officer to have continued a trend of working with noteworthy counselors and mentors who have raised and developed me both professionally and personally to help me become the person I am today. From the challenges faced while serving on recruiting duty, to being a command investigator on a sexual assault case that led to a court-martial conviction of a military member, and the multiple deployments and operational exercises I participated in, I could not have successfully navigated the obstacles I faced on my own. It was only through the experience and guidance of my mentors that I was able to tackle each of the hardships presented.

However, I also understand that not everyone gets the same opportunities in the Marine Corps to establish a genuine mentoring relationship to guide them throughout their military career. Senior leadership in the Marine Corps would suggest that every opportunity be made to provide counseling and mentoring to those we are leading. The main question that comes to mind then is, how can we do so? How do we get individuals

in the Marine Corps who serve in a leadership role become empathetic toward those they are developing and believe in the benefit of mentoring relationships?

My undergraduate background in sociology and experience serving as an operations officer on recruiting duty that focused on accession and transformation sparked my interest in exploring mentoring and individual development within the Marine Corps. I asked for assistance with this topic and recruited Jeff Kisla to research with me, as we both had a passion for leadership and development within our military organization. As we continued our initial scan of development-related issues affecting the Marine Corps that would benefit our research, we noticed a trend developing in the rise of conduct-related incidents and attrition that portrays the Marine Corps in a negative light. Subsequently, we started analyzing and digesting the content of the Marine Corps policies regarding mentoring and leadership development through the Marine Corps Mentoring Program (MCMP), which was established in 2006 and replaced with the Marine Leader Development (MLD) framework in 2017. The MLD was a new leadership policy that Jeff and I were unaware of until conducting this research. This lack of knowledge about development policy changes led us to ask numerous questions: How useful was the old MCMP in the formal mentoring framework if it was canceled and replaced? How many Marines are even aware of this new MLD policy? Is the MLD policy a better framework for individual development and informal mentoring?

We started this study to gain perceptions on the importance of mentoring for Marines as well as information on individual experiences of both policies that apply aspects of mentoring in a formal and informal setting within the Marine Corps. Additionally, we incorporate a specific case study that we believe is relevant to individual development, mentoring, and guidance provided through the MLD policy during the conclusion portion of this study. Our goal is to provide analysis and comparison of the two mentoring frameworks utilized in the Marine Corps, suggest recommendations for continued improvement in development and mentoring practices, and ultimately help facilitate success for members both in and out of military service.

I. INTRODUCTION AND BACKGROUND

To meet the needs of the future fight, the Marine Corps requires influential leaders. These leaders will assume key roles in embracing the concept of a force in readiness as well as establishing the Corps' reputation as a professional military organization within the Department of Defense. Lieutenant General John A. Lejeune stated in his development of Marine Corps order 20, Relations between Officers and Men [and Women], the importance of continuous involvement in building sustainable leadership practices:

> Constant effort must be made by all officers to fill each day with useful and interesting instructions and wholesome recreation for men. This effort must be intelligent and not perfunctory, the object being not only to eliminate idleness, but to train and cultivate the bodies, the minds, and the spirit of our men. (DON, 2017)

The central concept that LtGen Lejeune emphasized in this statement is that the development process does not end at a certain time. It is an ongoing process that all Marines must participate in, whether they are leaders or subordinates. Although the Marines Corps has stressed the importance of developing individuals and leaders, it's an open question as to whether the service is doing so effectively. During the initial transformation phase, the Marine Corps has been successful at developing civilians into Marines. However, it is less clear if organizational leaders continually grow, shape, and positively influence Marines throughout their service.

The most significant problems that plague the Marines Corps are retention rates and conduct-related issues (Snow, 2018; DON, 2017). These threats negatively impact the development of its individual members as well as its leaders. Guidance, directives, and training are means to address these challenges, but research suggests that early leadership involvement and fostering the right type of environment may serve as powerful mitigation practices (Coughlin, 2018).

To this end, this qualitative study aims to assess and compare leadership mentoring practices, which encompass formal and informal frameworks that have been

implemented since 2006 and which were refined in 2017 to gauge effectiveness in the development of Marines. Counseling and mentoring practices have been at the forefront of leadership policies discussed and implemented in the Marine Corps within the past 15 years. As a military service organization, the Marine Corps has created procedures "to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society" (DON, 2017).

This study considers mentoring and leadership practices conducted in the private sector and a comprehensive overview of the organizational strategy concerning leadership and development within the Marine Corps. To that end, it incorporates an analysis of 23 interviews conducted with Marine Corps resident students at the Naval Postgraduate School. The interview questions focused on the leadership challenges they faced, their experience in providing and receiving mentoring, the amount of exposure they had with both the formal and informal mentoring policies established, and their relative perception of or opinion on mentoring within the Marine Corps. This research aims to provide feedback to the Lejeune Leadership Institute (LLI) at the Marine Corps University (MCU) on the effectiveness of the recent mentoring policy change and recommendations for refinement of leadership development practices if required.

This research project will answer the following questions.

1. What factors contribute to successful mentoring programs?
2. What policies and procedures has the Marine Corps incorporated into its mentoring programs?
3. How has the policy change that occurred in 2017 affected how Marines mentor and are mentored?
4. How does the revised Marine mentor program align with best practices identified in research?
5. What are possible next steps for the refinement/strengthening of the Marine Corps mentoring program?

A. RISE IN CONDUCT RELATED EVENTS AND ATTRITION

The increase in the number of conduct related incidents receiving national attention in the media and behavior related attrition raises concerns in the Marine Corps about individual development and the amount of leadership required in the developmental process. Such conduct-related problems include the 2016 drill instructor hazing-related recruit death at Marine Corps Recruit Depot, Parris Island; the 2017 sexual harassment concerns from social media through the group of Marines United; and the 2019 drug trafficking and illegal smuggling of immigrants by Marines assigned at Marine Corps Base, Camp Pendleton (Schogol, 2017; Szoldra, 2019a; Snow, 2019). The persistence of this inappropriate conduct over a span of four years raises the questions of how leadership is being practiced, what degree of influence a leader has in the organization, and whether mentoring relationships provide a solution in combating adverse conduct related events.

Also, meeting the Marines' manpower needs has been challenging, given the sheer volume of recruits needed, high turnover, the limited population for recruitment, and Marines lost to non-end of active duty service (EAS) issues. First and foremost, while nearly 30,000 recruits must enlist to fill Marines' exiting the service, only 25% of the American population is suitable for military service (Snow, 2018). The Marine Corps comprises nearly 186,000 active-duty Marines and has a turnover rate of 16% and 60.4% of the Marine Corps population exits after only one tour (Snow, 2018). In short, it is challenging to retain top talent within the Marine Corps (Snow, 2018). The Marine Corps continues to lose over 8,000 Marines per year due to non-EAS concerns. Over the past decade, from 2010 to 2019, the Marine Corps lost over 25,000 Marines; 13,571 were for unspecified misconduct, and 11,765 were for drug- and alcohol-related incidents. General Berger, the Commandant of the Marine Corps, has stated that these losses must be addressed given that the cost of replacing these lost Marines exceeded over 1 billion dollars (Szoldra, 2019b). The high cost associated with developing and retaining Marines points to the need for engaged leadership involvement in sustaining individuals' transformation through sound counseling and mentoring practices.

B. MARINE CORPS MENTORING POLICIES

In 2006, the Marine Corps attempted to leverage lessons from operations and deployments to mitigate Marines and their families' straining circumstances. At the time, mentoring was a legacy concept continually occurring within the organization, but only on an informal basis. Additionally, there was an absence of direction or policy regarding mentoring practices (DON, 2006). The Commandant of the Marine Corps commented on a lack of accountability and intimate leadership involvement with every Marine, which detrimentally impacts the organization (DON, 2006). Implementation of the Marine Corps Mentoring Program (MCMP) was the solution the organization suggested. The program created a formal process to improve interactions of Marines in personal and professional contexts, assist with the establishment of goals, and replicate the relationships often seen within a combat environment (DON, 2006).

Formal mentoring within the organizations was expected to continually modify and maintain high behavior standards, regardless of where the Marine was located or what status they were executing (duty, liberty, or leave). The idea was to instill a greater understanding that all actions taken, positive or negative, have a more significant effect on a unit's ability to accomplish its mission. Although the MCMP has been an important developmental tool, the intent is not to replace the counseling program under NAVMC 2795 (*User's Guide to Counseling*), which has a stronger focus on junior Marine development. The intention of the MCMP has been to encompass all aspects involving a Marine (DON, 2006).

Direction to commanders at all levels is to promote and provide guidance on the MCMP. Three primary types of individuals are defined within this new program. These individuals serve as either a mentor, mentee, or a buddy. Under the MCMP, all Marines will have a mentor. Mentors are usually the next senior or individual with more experience that will serve as a guide, counselor, and teacher to a subordinate Marine under their direction. The minimum rank of mentors will generally be the first level non-commissioned officer, corporal, but may at times be a senior level lance corporal. A mentor sets the right example, is professional, and responsible for his or her independent actions. Mentors' expectations are to provide genuine concern for their Marines, be

disciplined and self-aware, apply questioning techniques, utilize listening skills, have empathy, and provide feedback. Overall, mentors need to ensure their Marines understand the mission of their unit, understand what each subordinate member's role in the team is as well as the strengths and weakness of their Marines, and develop a plan for further growth of the individuals they are in charge of. The hallmark of mentors and their Marines' relationship standards is consistent with mutual respect and through good order and discipline (DON, 2006).

A mentee's role in this program is to receive advice, coaching, and teaching from their prospective mentor. Mentees must commit to growth and are receptive to innovative methods for accomplishing tasks. Mentees must know their independent role within the unit and how their actions affect the organization's mission accomplishment. A mentor will reiterate goals and tasks set for the mentee to allow for growth while continually assessing the individual's progress. A mentee will know that help is available through their mentor and will conduct regular meetings every 30 days (DON, 2006).

Lastly, the MCMP introduces the buddy system, which states that Marines will pair together to look out for each other's well-being. Buddies are responsible for ensuring their partner is living their life consistent with the Marine Corps values of honor, courage, and commitment. An additional clause in MCMP states that buddy partners are accountable for their actions and their mentors (DON, 2006).

The Marine Corps shifted from formalized mentoring to an informal framework in 2017. The change in focus was outlined in the 2017 policy known as Marine Leader Development. The Marine Leader Development policy objectives are "to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and Society" (DON, 2017). The policy was to act as a common framework and tool to help Marines become their best self regardless of whether they stayed in the Marine Corps for a career or returned to the civilian population after their tour.

The Marine Leader Development framework focuses on six functions: Fidelity, Fighter, Fitness, Family, Finances, and Future. Fidelity is faithful to the Marine Corps,

each other, and our Nation. Teaching fidelity requires emphasizing the Marine Corps' core values to include leadership traits and high conduct standards. Fighter focuses on making the Marines experts within their career path and developing better interpersonal communication skills, team building, and civilian education. Fitness teaches the Marine how to be mentally, spiritually, socially, and physically fit. The Marines receive training on nutrition, training methods, combat stress, available social activities, and spiritual resources. The Marine Corps understands that having a healthy family relationship is essential in developing a Marine. The Marine Corps provides outlets and opportunities for the Marines and their family to establish together through resources that strengthen the marriage or family life. Managing finances is an essential skill for Marines, which helps plan for their future or unexpected life changes. The Marine Corps focuses on mitigating family and personal stress by educating Marines on financial responsibility and provide resources that can help. The last function within the Marine Leader Development framework is the future. The future focuses on assisting Marines to establish life goals and accomplishing those goals. The Marine Corps uses the future function to educate Marines on what is available, either choosing to stay in the Marine Corps for a career or transition back into the civilian population (DON, 2017).

These six functional areas with the Marine Leader Development encompass the full spectrum of developing a Marine in all life areas. They are to be communicated to junior Marines by teaching, coaching, counseling, or mentoring. The Marine Corps policy for leader development defines teaching, coaching, counseling, and mentoring through the following statements:

> **Teaching.** "Teaching is the process of imparting knowledge from one with experience or expertise, to one without the same level of experience or expertise. For Marine leaders, teaching is a continuing action." (DON, 2017).

> **Coaching.** "Coaching is closely related to teaching. It is the process of both encouraging and demanding output. Coaching focuses on both individual and team success. Successful coaching draws greater performance from individuals and teams than they might realize they possess. All coaches are teachers. Good leaders are coaching every day. Good coaches welcome questions and feedback. Coaching and counseling are complementary actions. Coaching provides encouragement to succeed

in stated goals. It is forward-looking. The best leaders coach every day and counsel as required. For Marine leaders, coaching is a continuing action." (DON, 2017).

Counseling. "Counseling is the mechanism Marine leaders use to provide feedback on performance. Too often, Marines and leaders view counseling in a negative light. Done effectively, counseling can be either positive or negative and depends on the specific circumstances of performance. It is the process of two-way communication between senior and junior to help achieve or maintain the highest possible level of performance. Counseling allows the senior to identify both areas of excellence and deficiency. It also allows the junior the opportunity to ask questions and seek guidance in order to improve. Counseling primarily focuses on actions that have already occurred. Within counseling, teaching and coaching can occur." (DON, 2017).

Mentoring. "Mentoring is a voluntary relationship between two individuals and should not be directed or forced. One individual has experience and knowledge and is seeking to guide another whose development they have taken interest in. The other individual seeks to learn, gain experience, and model his or her development after the person providing guidance. Mentoring happens most effectively when two individuals find commonality and although it is not limited to the chain of command, the initial relationship between leader and led should contain an element of mentoring. Most leaders naturally mentor others. In a mentoring relationship, teaching, coaching, and counseling usually occur." (DON, 2017).

The Marine Leader Development framework calls for leaders to use the methods mentioned above to develop the Marines within the six functional areas. The teachings and development from the framework are to be taught by Marine leaders at all levels. The commanding officer is required to integrate the Marine Leader Development framework within the unit's battle rhythm. The commanding officer ensures that all junior leaders receive explicit instruction on what resources are available to teach their junior Marines. The lowest Marine leadership level is likely to be corporal, typically a Marine who has been in the service for at least 24 months. The Marine Leader Development order provides a website with resources to help educate Marines within six functional areas. Finally, the Commanding Officer must assign individuals within the unit to serve as resident experts to each of the six functional areas (DON, 2017).

C. PREVIOUS STUDIES CONDUCTED ON MARINE CORPS MENTORING

In 2013, Douglass Rauschelbach conducted a study on the perceived effectiveness of the MCMP. He subsequently compared the planned versus actual implementation of the formalized mentoring program and gauged the amount of usage by both mentors and mentees. He surveyed a Marine Corps unit and received roughly 300 responses from ranks through E1 (Private) up to O6 (Colonel). Data analysis from his research focuses on four areas: awareness of the program, periods of mentoring, mentoring functions provided, and perceptions/contentment with the MCMP. His study concludes that 80% of respondents would rather have a mentor other than their direct supervisor. The study also establishes that less than 40% of respondents found the formal mentoring program useful, leaving 60% of respondents preferring an informal mentorship program (Rauschelbach, 2013).

In 2018, Stephanie Allen conducted a study on the effects that early supervisors and mentors have on female Marine officers' decision for career retention, performance, and future career options. Utilizing a qualitative analysis approach, she was able to conduct 17 semi-structured interviews with female Marine Corps officers who were on active duty or had departed from the service to gain insight on the experiences female officers had with their direct supervisors/mentors in influencing their decisions and performance at work. Her research concludes that there is a lack of career mentoring provided and few available role models for female officers to help them to deal with family management. Her study also finds that job contentment and the conflicts associated with work-family life were the primary concerns determining if a female officer continues service within the Marine Corps (Allen, 2018).

D. BENEFITS OF THE STUDY

This study will better understand how mentoring practices are conducted within the Marine Corps compared with best practices found in industry and by leadership experts. Best practices outline the importance of mentoring and its relationship to the organization's strategy. When mentoring is not cohesive with the organizational design, the program fails to meet its full potential. Johnson and Andersen (2010) stress this idea

from their research that, “The absence of a corporate mentoring strategy can lead to inconsistencies and inefficiencies across formal mentoring programs within an organization. This ineffectiveness can lead to formal mentoring programs being attacked, discredited, and ultimately, discontinued.” Leskiw and Singh (2007) commented that “if functional strategies, such as human resources management, are not integrated or congruent with the overall strategy, then the organization may have an unclear strategic direction leading to suboptimal or even dysfunctional outcomes.” Johnson and Anderson’s (2010) article on formal mentoring within the U.S. military found that the military has been ineffective in gaining advantages that mentoring provides to an organization. It occurs because mentoring is not taken seriously by many in leadership positions.

Military organizations have often failed to provide a strategic message of what mentoring is and how it will be accomplished. There are no objectives and little leadership support for the development of individuals other than mentoring as an overstated buzz word. Without a particular vision and developmental framework to support the system, the mentorship program is bound to fail. Mentorship programs within the military need revisions to benefit from successful mentoring programs that have an established framework and foresight (Johnson & Anderson, 2010).

General Berger, the 38th Commandant of the Marine Corps, generated critical ideas for the organization’s strategic goals when he released his planning guidance back in the summer of 2019. The wave of suggested reform in organizational objectives and policies was unprecedented at the time as they reflected dramatic changes required of the nation’s primary expeditionary force. One of the crucial areas discussed covers the topic of force design and the relation of people. General Berger stressed that “everything starts and ends with the individual Marine” (USMC, 2019a). He emphasized that Marines are the organization’s focal point. and that we must continue to recruit, educate, train, ingrain core values, and manage individuals with care (USMC, 2019a). These statements reflect the importance of proper development and handling of personnel within the organization, which significantly impact the service’s state in operational readiness. In addition, General Berger calls for Marine leadership to evaluate current standards and develop new

policies and procedures to help with the development of our Marines. Therefore, a thorough review of the Marine Corps' policy and awareness in Marines' perception within the organization will help leaders convey how the mentoring policies align with the organizational strategy. This level of understanding will help provide the Marine Corps with better methods and practices for the implementation of mentoring.

Effective mentoring practices are essential in the development of individuals at all levels within an organization. Mentoring ensures that individuals are more focused and thoroughly prepared within an organization when provided by experienced and selfless leaders. Mentors receive reciprocated benefits from a mentoring relationship established as they often receive new technical knowledge from those they are developing (Allen & Eby, 2003). Mentors who are intrinsically motivated receive a lot of pleasure in observing their mentees' development and success. However, when there is a formalized system in place, it constricts the effectiveness and motivation a mentor has towards the individual's developmental process (Johnson & Anderson, 2010). When the right environment is created, leaders are more adaptive and receptive to continually changing settings and better equipped to face challenges in front of them. Effective mentoring of individuals ultimately translates to a more successful organization. Developmental relationships established with young adults also provide opportunities for individuals to reenergize with creativity and productivity at a midlife point. Creativity and growth opportunities often prevent stagnation within the workplace for senior individuals that serve in a mentoring role (Kram, 1983). This kind of environment allows both mentors and mentees to thrive, which then increases the organization's ability to be successful.

Additionally, this study will identify possible shortfalls and limitations within the current organizational mentoring structure. As previously discussed in the current leadership development policy, the Marine Corps is requesting assistance with generating best practices recognized by all personnel within the organization. The organization understands the importance of mentoring and is looking for the most efficient ways of being invested in individuals' development. This study will provide the Marine Corps with knowledge on the impact of deficiencies experienced in the current mentoring

program and suggestive remedies and corrective measures to address inadequacies experienced.

E. ORGANIZATION OF THE STUDY

The following format organizes this study. Chapter II contains the literature review that provides amplifying information in mentoring, organizational strategy for individual development and leadership types. Chapter III outlines the methodology of research conducted through qualitative interviews. Chapter IV delivers analysis of data and findings made from interviews conducted. Chapter V provides the conclusion of this study that includes discussion, case study, recommendations, and areas for exploration and additional research.

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II. LITERATURE REVIEW

Students at the Naval Postgraduate School have studied mentoring, individual development strategies, and leadership practices. However, the linkage between these topics and the Marine Corps' organizational strategy and philosophy on leading and developing Marines has yet to be fully explored. Most studies on mentoring focus on the function, timing, and specific types for the development of individuals. However, little research has been conducted in terms of the hierarchical military structure, and the cultural impact on developing individuals within the organization, when considering all mentoring factors. Our research aims to add to that effort by looking at mentoring through the lens of military culture and analyzes the perceptions of mentoring within the military.

As this analysis of the literature shows, mentoring provides many benefits, and enhances the "career and psychosocial development" of "both the mentor and mentee" (Kram, 1988). In turn, research on individual development states that mentoring during the initial stages of an individual career are the most influential. Individuals' perceptions and aspirations are most significant during their first few years within an organization, as young adults start to develop an identity at work, establish personal and professional goals, beneficial relationships, and seek guidance from role models in a mentoring role. These stages are when a new member's intellectual curiosity is most impressionable and effective mentoring relationships serve greater importance for future growth (Kram, 1983). Therefore, mentoring is an important tool to assist with learning today, as occupations are constantly evolving, and organizational structures are continually changing (Allen & Eby, 2003).

In addition, the policies, organizational doctrine and leadership practices serve as foundational guidance that provides initial areas for leaders to focus on while maintaining considerations for developing those members under their direct charge. Other research suggests that successful mentoring programs contain a strategic goal that provides lessons and tools necessary for the practice to thrive. Studies show that successful mentoring programs link with the organization's culture (Leskiw & Singh, 2007). Leadership

practices in an organization also influence baseline expectations, and affect developmental efforts towards junior members. Leadership programs that are arduous often get in the way of operational work and tasks that are highlighted as priority. A solution to circumvent these critiques is to establish a leadership development philosophy well ingrained into the organizational culture **(**Leskiw & Singh, 2007).

This chapter will examine the perception of mentoring within the military, and what impacts the military culture has on mentoring. It will also explore how organizational policies and doctrine affect developmental practices, and identify the best techniques for an effective mentorship program. Lastly, this literature review will consider how leadership styles inform senior members' opinions in a leadership role and the desire to seek and maintain a mentoring type of relationship.

A. MENTORING PRACTICES

Mentoring provides many benefits for both the mentor and mentee in a developmental relationship. However, there are limited opportunities for mentoring relationships to flourish within a work organization. When an organization focuses on everyone, it reduces allotted time for mentoring the most promising personnel that provide the most benefit within the organization (Johnson & Anderson, 2010). Although there are many areas to cover within the realm of mentoring, this study focuses on four critical factors. These factors include the topics of definitions of mentoring, mentoring functions, mentoring periods, and types of mentoring.

1. Definitions of Mentoring

There are many ways of defining mentoring, and those differ greatly between the civilian sector and the Marine Corps. It is therefore important to clarify the definitions used in this study, and more specifically how they will be used to compare and contrast different methods and their effectiveness.

The definition of mentoring is a critical framework for what mentoring is and its desirable outcomes; without a proper definition, it is challenging for individuals to identify or align with a practice, and whether they are a mentor or a mentee. Without an

appropriate explanation, the terms coaching, supervision, or mentoring has varied in meaning (Kram,1985). The definition is essential when performing research on mentoring, as research is dependent on the interpretation by both the researchers and participants within the study. One study found that since the 1980s, studies on mentoring have provided 40 different definitions (Haggard, D., Dougherty, T., Turban, D., & Wilbanks, J. 2011). Their perceptions of what defines mentoring can affect the research outcomes. That is, depending on how a research project defines mentoring, participants who identified as a mentee ranged widely from 33%-81%. (Haggard & et al., 2011).

For example, mentoring definitions surveyed from industry include “a senior manager who provides emotional support, guidance, and sponsorship to a less experienced person” (Kirchmeyer, 1995, p. 72); “someone, other than your manager or immediate coworkers, who provides you with technical or career advice, coaching, or information on an informal basis;” (Seibert, Crant, & Kraimer, 1999, p. 493–494), and “an influential individual with a higher ranking in your work environment who has advanced experience and knowledge so he/she can give you support, guidance, and advice for your development” (Van Emmerk, Baugh, & Euwema, 2005, p. 314). The preceding definitions illustrate the challenges in identifying what a mentor is for the mentee that’s seeking a developmental relationship Within these industry definitions, Siebert calls for a mentor to be a person who provides coaching but only on an informal basis. This definition prevents any formal relationship from being identified as mentoring, while Van Emmerk et al.’s definition considers coaching different from mentoring. Kirchmeyer’s boundaries restrict a mentor from being a senior-level manager, while Van Emmerk et al.’s (2005) definition state that a mentor can be “outside your organization” and “is not your immediate supervisor.”

In contrast, the Marine Corps organization provides their own definition of mentoring in the current Marine Leader Development (MLD) policy. The MLD policy emphasizes that mentoring consists of a voluntary relationship between two individuals, one that has an individual with both experience and knowledge and the desire to develop another person. Mentoring is effective when commonality is found between two individuals and that relationships are not limited to those within the chain of command.

Most leaders "naturally" mentor other individuals and the actions of teaching, coaching, and counseling normally occur in the mentoring relationships (DON, 2017). In addition, the Marine Corps definition conveys an assumption that mentoring is an inherent function already occurring from individuals serving in leadership positions. The range of mentoring definitions, both in the civilian world and the military, provide a significant difference in participants who identify as having a mentor or are a mentee.

Difficulties arise when there is a definition placed for mentoring in respect to conducting research. These difficulties create boundaries that make the lens of mentorship too narrow or broad. Instead of utilizing a standard definition for mentoring, the focus should be placed on core attributes that identify mentoring type relationships compared to other interpersonal relationships. As Van Emmerk et al. note, "These core attributes are reciprocity, developmental benefits, and regular/consistent interaction over some period of time." (2005, p 292). These attributes broaden the definition of what a mentor is and allows the participants to identify if they are receiving mentoring. This research will focus on these attributes to provide conditional boundaries, while enabling the work to focus on the Marine Corps' formal and informal mentoring programs.

2. Mentoring Functions

Mentoring functions consist of aspects in a developmental relationship, which are expected to provide growth and advancement of individuals. Mentoring plays a crucial role in developmental relationships instead of normal work relationships (Kram, 1985). There are two categories for mentoring functions, which consist of career functions and psychosocial functions. Career functions include "aspects of a relationship that enhance learning" the occupation, necessary job criteria, and preparation for promotional opportunities in an organization (Kram, 1985). Career functions are broken into five functional areas: sponsorship, exposure-and-visibility, coaching, protection, and challenging work assignments (Kram, 1985). Furthermore, the research states that, "psychosocial functions include aspects of a relationship that enhance the sense of competence, clarity in identity, and effectiveness in a professional role." (Kram, 1985). She also assigns psychosocial functions to four functional areas: role-modeling,

acceptance-and-confirmation, counseling, and friendship. Ranges in both career and psychosocial functions may vary depending on the organizational settings established. Applying both functions within a mentoring relationship is viewed as essential, as they are crucial for developmental purposes (Kram, 1985).

a. Career Functions

Kram (1985) notes that the first level within the career function area is sponsorship, meaning receiving the support and accreditation from a senior member within your organization. In essence, it refers to the validation and endorsement of a new individual to the organization. The influence of the top-level leaders who sponsor an individual will significantly impact the chances the junior level member will be successful in their career (Kram, 1985). It allows the junior individual to ascend to higher promotion levels, gain increased responsibility, or job opportunities within the organization. She also states that without the support of senior-level management, an individual's chances of getting promoted may be limited regardless of how accomplished a person is seen. A mentee should broaden their network when developing sponsorships as maximum exposure within an organization allows for an individual's reputation and worth to establish. Although sponsorships are beneficial, this function is a high-risk endeavor. Some of the mentee's sponsors may retire, not be viewed favorably by their peers or managers, or potentially lose credibility later on in their career. A more extensive network considers these concerns and reduces the chance of having sponsors that add little or no value to the mentee. Sponsorships by themselves will not ensure career success for individuals, but it increases their chances (Kram, 1985).

In addition, career development mentors provide their mentees exposure and visibility to other senior-level managers to display competence, potential, and performance in work (Kram, 1985). This exposure and visibility are two-fold as it delegates more responsibility to the mentee while introducing the mentee to others in the organization. It also provides perspective for a mentee on potential opportunities in the future and expands their areas of interest within the organization. Better visibility allows other people in the organization to see the rising star, increasing the mentee's success

rate. Though the mentee can benefit from this function greatly, senior management may be less inclined to more exposure. There is a significant risk associated with the mentor, as any public failure by the mentee may hurt the mentor's reputation (Kram, 1985). Businesses who are risk-averse may have leaders who are reluctant to perform this function of mentoring. Lastly, some mentors have been characterized as self-seeking for high visibility tasks and selfish in enhancing their careers only as their reputation is unknown or not yet established. Although there are some inherent risks tied to exposure and visibility, there are reciprocal benefits for both the mentor and mentee. Mentees benefit through this function by having more significant organizational advancement opportunities created through exposure and interaction with senior members. And when tasks completed effectively by the mentee are observed, the senior individual benefits by proving to other senior-level managers and peers that they possess sound judgment in selecting new talent (Kram, 1985).

A career mentor also provides coaching to the mentee by teaching him or her how the business operates (Kram, 1985). A good coach can provide the mentee with how the current organizational construct conducts business and provides lessons. This insight provided through the senior member gives the mentee an advantage by preventing them from succumbing to the same pitfalls the mentor has. A career mentor allows for faster development and ensures the mentee is successful. This mentoring level is beneficial not only to the mentee but also for the mentor through the practice of shared ideas (Kram, 1985). The junior mentees will perform at higher proficiency as their confidence level, and business acumen will be higher than if they do not receive mentoring. Coaching also helps in quickly creating a new cohort of managers expected to replace senior members in the final years of their careers (Kram, 1985). Lastly, without a coach's assistance, a mentee may be disadvantaged in both informal and formal processes within the organization and that having limited exposure with only one or few coaches may produce a skewed perspective in how a firm operates (Kram, 1985). Coaching ultimately provides an expanded knowledge base of the organization for the new member and is seen as an important ongoing function as one develops throughout their career (Kram, 1985).

Kram (1985) states that protection is another career function that a senior level manager provides to a mentee. Protection is required to ensure the mentee isn't crushed by senior leaders when a project isn't going to plan. A senior manager can protect their mentees by using their power, which has been built through rapport to guard the mentee when they make a mistake or must deliver bad news. Without this protection, a mentee would obtain negative attention, a tarnished reputation, and be unable to accomplish current or future tasks (Kram, 1985). Results from the junior member's bad reputation lead to early dismissal or ruin their chance of promotion. In contrast, if the senior-level manager provides too much protection, it will limit the mentee's exposure and visibility. Protection is necessary as it gives time for the mentee to develop and gain confidence before being seen by other senior-level managers.

Lastly, a senior manager can provide challenging work assignments to develop the mentee to assume increased responsibility better (Kram, 1985). The increased responsibility will help build confidence in the mentee as the mentee succeeds in his/her new role (Kram, 1985). Additionally, it sets them up for success for follow-on assignments. Senior members display altruistic characteristics for the mentee when continuous feedback and technical assistance are provided to discuss challenging projects. This correspondence prevents a mentee from being overwhelmed by challenging work but reciprocally benefits the mentor in focusing on other tasks that may be of more priority. The challenge with assigning difficult work assignments to the new individual creates risk as the member may not be up for the task or technically proficient at an expected level (Kram, 1985). However, without challenging tasks, the new or junior member is ill-equipped to prepare for positions of greater responsibility and fails in developing crucial skills (Kram, 1985).

b. Psychosocial Functions

"Role modeling is the most frequently reported psychosocial function" within a mentoring relationship (Kram, 1985). Role modeling is established when a mentor sets an example a mentee desires to emulate. The mentee observes how the mentor communicates interpersonally and typically has an emotional attachment that drives the

mentee to emulate the mentor. The mentee may adopt some of the mentor's interpersonal communication skills and reject others (Kram, 1985). Role modeling helps build confidence in the mentee and provides them with a sense of direction of developing themselves into a leader. The relationship can be akin to a father-son relationship where one sees themselves in each other. The son (mentee) wants to be like his father (mentor) when he gets older, and the father rediscovers some of his childhood through the son.

Additionally, the senior member obtains identification and rediscovery effects when valued aspects of their character are embodied by the junior member (Kram, 1985). This identification experience doesn't translate so well when the mentor and mentee relationship is cross-gender. It becomes difficult for the mentee to identify if they should emulate a mentor of the opposite gender. Additionally, the mentor is less likely to see themselves in the mentee if they are the opposite sex (Kram, 1985). Although cross-gender relationships can be complicated, the mentee needs to find a role model even outside the organization. If no one is found within the organization of similar gender, the mentee can still rely on the opposite gender but only adopt the interpersonal skills they see lead to the mentor's success. Overall, reciprocal benefits are created through the role modeling function.

The types of acceptance and confirmation described above provide a support function for both the senior and junior management members within the organization. This function provides the confidence necessary for the mentee to take risk and allows for them to provide their input without retribution. Environments that don't emphasize acceptance and confirmation tend to have more conformity as members of the organization are afraid to share their thoughts (Kram, 1985). Though acceptance and validation are essential, it can lead to overconfidence by the mentee teaching bad habits where outside managers many see the mentee as belligerent. An equal balance needs to be in place to prevent risk tolerance from being overlooked; this is best prevented through the feedback mechanism that is beneficial for both members (Kram, 1985). Ultimately there are mutual benefits created through this function in which the junior-level staff member gains confidence, and the senior member prevents obsolescence from occurring (Kram, 1985).

Another function for psychosocial support is through counseling. Counseling allows individual members within the organization to reflect on personal concerns that may ultimately affect their professional development. The main idea is to prevent the rise of conflicts that may be to the detriment the result of a relationship. Mitigation methods are created by facilitating an open forum to address anxieties and create discussion (Kram, 1985). Mentors or senior members of an organization serving in a counselor's role act as a sounding board for the junior member and help resolve issues through feedback and active listening actions (Kram, 1985). Personal concerns of an individual comprise three main areas: ensuring competence and productivity, the ability to relate with peers and superiors without compromise, and the balance of responsibilities dealing with work and personal life. To have a useful sounding board, the exploration of concerns with a trusted individual who can empathize is preferential in a mentoring relationship (Kram, 1985). The biggest threat faced by members attempting to establish counseling in a mentoring relationship is the threat of comprising personal values to achieve organizational goals. Context and interaction become essential within the counseling function that can enable tolerances and prevent rising conflict. Ultimately, counseling allows junior members to share opinions and beliefs without creating harm in an organization while a senior manager helps them manage their dilemmas (Kram, 1985).

The last purpose of psychosocial support is friendship. Friendship lowers stress, which comes with work environments as it provides an outlet for the mentor and mentee to share experiences while having enjoyment (Kram, 1985). When the mentor and mentee both appreciate each other's company and relate, it provides a better working environment that increases individual productivity (Kram, 1985). The mentee benefits as "experiences increased mutuality in the relationship," which boosts their confidence when dealing with senior-level managers (Kram, 1985). The mentor receives the benefit as they maintain a sense of worth within the organization. As they get older and close to retirement, their friendship with their mentees allows them to remember what it was like to be in the earlier stages of their career. Though friendship makes work more enjoyable, it is a double-edged sword, as having too close of a friendship could lead to insubordination or other consequences. A mentee who feels like a peer may overstep their

bounds or take advantage of the company (Kram, 1985). Likewise, some business models may not accept senior level and junior level managers being friends. An example of this dilemma is found in the military, as friendship could be considered fraternization and lead to career-based repercussions. To alleviate the potential consequences of relationship quarrels, the mentor should set limits on the friendship by conducting it only within a formal environment. Ultimately, friendship provides a work environment that is more enjoyable and allows for a mutual understanding from both the mentee and the mentor's perspective (Kram, 1985).

3. Mentoring Periods

Mentoring serves to provide benefits only during a limited duration, and mentoring periods describe the various time frames for incorporating mentoring functions, to include the transitory blocks that facilitate growth and/or conclude a mentoring relationship. We explore the concept of mentoring periods through the frameworks of Kram's Four Phases (1983) and Metros and Yang's Four Stages (2006) to gain a better understanding of the finite opportunity for mentoring relationships.

a. Kram's Four Phases

Mentoring phases prescribe a specific timeline in which both types of mentoring functions are applied within a developmental relationship. Psychological and organizational variables play a factor in the actual career and psychosocial factors being implemented during a mentoring phase. Mentoring relationships can vary in length, but they often proceed in a distinct order of four phases: initiation, cultivation, separation, and redefinition (Kram, 1983).

The first phase of mentoring is initiation. This describes the period when a mentoring relationship begins or is established. Kram (1983) states that it occurs between the first six to twelve months of a relationship and that strong ideas are created of the mentor by the mentee. Initiation generates admiration and respect for the mentor's competence and ability to provide both support and guidance towards the mentee (Kram, 1983). A mentee is thought to be cared for by someone who will provide critical career and psychosocial functions.

Additionally, the mentee is seen as someone who can continue the transmission of values honed by the mentor and provide technical assistance as needed (Kram, 1983). A mentor will eventually discover that their mentee represents an individual that is coachable and an enjoyment to work with. The possibility of growth found in the mentee is one of the driving factors behind why the initiation phase of a relationship occurs. Examples of initiation occur through direct hire interviews, informal interactions around work-related tasks, direct reporting relationships, or senior manager recommendations for potential subordinates. The first year of a developmental relationship allows for the ideals set in a mentor's mentee to transform into positive expectations.

Next, a period of cultivation follows the initiation phase. This phase lasts two to five years during which time set in a developmental relationship are tested (Kram, 1983). Mentoring functions are expanded towards the maximum levels and often peaks by the end of this phase. The real value of a developmental relationship is discovered. Mentoring functions occur in a systematic approach, having career functions take place at the start, and with psychosocial functions following afterward. Career functions will differ based upon a mentor's seniority and experience. When greater intimacy is in place within the developmental relationship, the higher levels of psychosocial functions consisting of counseling and friendship are generally present (Kram, 1983). Within the two-year mark of a developmental relationship, mentees convey that career functions in which the mentor bestows creates a sense of competence, confidence, and the ability to work independently within the organization. However, at this stage, some developmental concerns arise where the mentee starts to determine a loss in value of the relationship with a current mentor. Examples of this occur when dealing with cross-gender developmental relationships, such as when a female mentee aligns with a female mentor. This gender-specific relationship allows the mentee to emulate the mentor fully and provides a more intimate foundation (Kram, 1983). Overall, mentors during this phase can provide more opportunities, values, and skills that build on mentee's current abilities or status.

Immediately following cultivation is a period of separation, which typically ranges between two to five years as well. Separation is an alteration of a developmental

relationship tying to structural changes in individuals' organization or psychological changes (Kram, 1983). The maxim of a developmental relationship usually peaks at this timeframe. Feelings of anxiety, turmoil, and loss often occur, which identifies the end of the cultivation period. A reassessment process begins during this phase by both members in the mentoring relationship, and the relationship is now at a point where it is less about the work-life (Kram, 1983). This is also a period where the mentee is often tested to see if they can operate effectively without guidance or support (Kram 1983). If the mentee is capable of operating independently, the transformation is seen as successful.

Additionally, if a mentoring relationship end too soon, anxiety builds up, which can be detrimental to the well-being and effectiveness of a mentee (Kram, 1983). If there is a successful transition by the mentee from the mentor at this period, the mentor often gets a sense of pride and can continue a sponsoring process with the mentee at a greater distance (Kram, 1983). However, there is also danger if a mentor or manager observes threats by the growing promotional opportunities available for their mentee. At times, senior managers can block their mentee's further advances that pose a danger for their career advances (Kram, 1983). The separation phase is seen as the most critical period for the development of the mentee. It affirms that the mentee can operate independently, that the mentor can develop individuals, and it allows the relationship to change from the previous form. Overall, correct timing and proper transition are critical factors in successfully navigating through this mentoring phase (Kram, 1983).

The final period within the mentoring phase identifies as redefinition. This is a period when the developmental relationship shifts into a new form, provides a different meaning, or when a developmental relationship ultimately ends (Kram, 1983). The period is indefinite or undefined as relational outcomes vastly differ. More often than not, this is a stage when the relationship transforms solely into friendship through an informal basis while providing mutual support (Kram, 1983). During the earlier years, successful guidance that mentors provide allows the mentee to be content when the relationship transforms through the friendship provided (Kram, 1983). The mentee's success throughout their career serves as proof of effectiveness by the passage of essential values, knowledge, and skills by the mentor. There is a significant amount of pride felt in the

mentor by observing the mentee advance in their career and their willingness to take on greater responsibilities (Kram, 1983).

Likewise, the mentee demonstrates appreciation for the invaluable guidance provided by the mentor (Kram, 1983). Ultimately within the redefinition phase, a transitory period occurs where members in the developmental relationship reach peer-like status. A mentee is now capable of truly operating independently without immediate support, has greater competence, and provides opportunities for the mentee to focus on other individuals they can develop (Kram, 1983).

b. Metros and Yang's Four Stages

Metros and Yang (2006) provide a different approach to periods of mentoring. The researchers develop their model by filtering Kram's mentoring timeline and two additional mentoring approaches into one consolidated mentoring format that discuss similar concepts. A notable difference within the consolidated format is that there are no specific time periods associated for each stage discussed. The researchers designate the four stages as identify, negotiate, facilitate, and graduate (Metros & Yang, 2006).

In the first stage of mentoring, identification is crucial in determining both the right mentor and the objectives an individual wishes to achieve in a developmental relationship (Metros & Yang, 2006). The direction that a mentee seeks to move towards is primarily based upon the goals they wish to achieve; this will determine the type of core competencies they desire to obtain from a selected mentor. Having the right type of mentoring relationship assists with adjustments in an organization's culture, how to navigate in the workplace, and how the institution works overall. Within the identify stage, there are three main areas considered: 1) motivation for the mentoring relationship, 2) experience level that determines selection, 3) openness for developmental opportunities (Metros & Yang, 2006).

The third area within the identify phase, openness for developmental opportunities is highlighted by the researchers (Metros & Yang, 2006). Mentees were often bringing up concerns with the limited number of mentors available in a constrained job field. However, the model presents that there should be no restrictions regarding a

mentoring relationship having to take place in the same discipline, section, or institution (Metros & Yang, 2006). Additionally, the researchers state that there should be no limitations to the amount of mentors an individual may have at any given time. Multiple mentors available in a mentee's networks may prove to be more beneficial as it becomes easier to gain knowledge and adapt quicker in an organization's changing environment (Metros & Yang, 2006). It may even be easier when work colleagues enact a group mentoring relationship with a single mentor as it consolidates time required and provides an alternate perspective that can diversify discussions being made. The one issue that does arise from group mentoring relationships is that individual goals may not be addressed since it involves more time being invested towards each specific mentee (Metros & Yang, 2006).

Negotiation is the second stage of the Metros and Yang mentoring model. The negotiate stage of a mentoring is considered the business portion of a developmental relationship and establishes the baseline purpose of the relationship (Metros & Yang, 2006). This takes place when both members (mentor and mentee) agree upon the goals, rules of the relationship, outcomes, and mentoring plan being implemented. Formal mentoring normally utilizes a document to prescribe the details of a relationship, but overall, the idea of this phase is producing and managing expectations of both individuals, facilitating understanding, and building trust (Metros & Yang, 2006). The negotiate stage includes the following responsibilities: 1) clear understanding and communication of relationship expectations, 2) flexibility, 3) developing a plan with milestones and deliverables in place, 4) ensuring there is an exit strategy for the relationship, 5) understanding learning styles and use of feedback, 6) realistic time commitment for oversight and development (Metros & Yang, 2006).

The facilitate stage takes up the majority of time within a mentoring relationship (Metros & Yang, 2006). This takes place when a mentoring plan is implemented and further development of the relationship occurs. During this phase, a mentor provides multiple opportunities to test and help their mentees reach their developmental goals (Metros & Yang, 2006). At times, this may create challenges for the mentee; however, this provides room for growth in the mentee and acknowledges both the strengths and

weaknesses that are present. The facilitate stage includes the following responsibilities: 1) actively listen and produce advice, 2) humility and the acknowledgement of deficiencies, 3) leverage resources and acknowledge strengths/weaknesses, 4) provide/accept constructive criticism and have difficult discussions, 5) evaluate progress and assess the relationship, 6) celebrate successes and provide reliability (Metros & Yang, 2006).

The last stage within this mentoring relationship model is the graduate stage (Metros & Yang, 2006). The limits established during the negotiate stage detail if the mentoring relationship requires modification or if the relationship will completely end. When a mentoring relationship ends, this does not necessarily dictate that it has failed. This highlights that the goals established are met and that both individuals seek to transition or move on (Metros & Yang, 2006). The graduate stage includes the following responsibilities: 1) be considerate/sensitive when the relationship has met its goals, 2) continue to follow-up with members, 3) provide feedback on the relationship experience, 4) provide praise, gratitude, and credit when due, 5) celebrate the transition, 6) continue the mentoring process with others. The researchers also highlight that during this stage, mentoring relationships often transition into a long-term professional friendship (Metros & Yang, 2006).

4. Types of Mentoring

Mentoring relationships come in two forms, either formal or informal. Organizations typically use formal mentoring relationships to control who receives mentoring, assigns mentoring timelines, and what type of mentoring they shall receive. (Johnson & Andersen, 2010). Formal mentoring provides the organization's framework to ensure the appropriate personnel receives mentoring, so the organization maintains top-notch achievers. Conversely, informal mentoring relationships allow for the relationship to develop naturally. A relationship that evolves naturally tends to last longer and provides better psychosocial benefits than a formal mentoring relationship (Johnson & Andersen, 2010). While informal programs leave the relationship to happen by chance, formal mentoring relationships give everyone a fair chance to receive mentoring no matter the mentee's applied demographics (Nemanick, 2000). Both forms of mentoring

relationships have advantages and disadvantages; therefore, an organization needs to identify the best fit for their structure.

Formal mentoring relationships are used by organizations so that they can meet specific needs or organizational goals. There is a structure to the formal mentoring relationship that makes it different from informal relationships. The formal mentoring design ensures that a standard lesson plan exists between all mentors and mentees. Mentors and mentees know their expectations and what standard the mentor expects to teach the mentee (Baugh & Fagenson-Eland, 2008). Formal mentoring is characterized by its rigid structure and how the relationship is initiated and the amount of time required for investment (Baugh & Fagenson-Eland, 2008; Ragins & Cotton, 1999). The typical formal mentoring relationship starts with an assignment of a mentor to a mentee with little to no input from either member (Blake-Beard, O'Neill, & McGowan, 2008). This relationship can be akin to a blind date, as noted by Johnson & Andersen, "Finding a mentor in a formal program may be like trying to find true love on a blind date—it can happen, but the odds are against it." (2010). Lastly, the time invested in a formal mentoring relationship is only as long as the organization prescribes. The relationship's length depends on the organization or policy, but the ties typically last a year (Baugh & Fagenson-Eland, 2008; Kram, 1983). Due to how the relationship forms and the length of time associated, this method is best to support the mentee's short-term career goals, rather than facilitate mutual long-term development (Geiger-DuMond & Boyle, 1995; Gray, 1988; Murray, 2002; Ragins & Cotton 1999).

Unlike formal mentoring relationships where the organization mandates them, informal mentoring relationships happen naturally. The relationship solidifies when both the mentor and mentee accept the relationship. A mentor may seek out a mentee because of the mentee's potential, or the mentor sees some of their characteristics within the mentee. Conversely, the mentee may seek the mentor out because they view that person as a role model (Nemanick, 2000; Ragins & Cotton, 1999). Since the relationship forms naturally, there is no timeline for how long the relationship will last. It will either last indefinitely or until one or the other decides to stop the relationship. Research has found these informal relationships typically last three to six years (Kram, 1983; Ragins &

Cottton, 1999). Informal mentoring isn't prescriptive and allows the relationship to determine when to meet, how often, and what topics to discuss. It is all left in the mentor and mentee's hands to decide which path they will take (Baugh & Fagenson-Eland, 2008). Research has found that because informal mentoring relationships are genuine, this leads to both the mentor and mentee enjoying the relationship more than a formal mentoring framework (Nemanick, 2000; Ragins & Cotton, 1999). Ragins & Cottons' research found that informal mentoring developed more career and psychosocial functions within a mentee than a formal mentoring relationship (Nemanick, 2000; Ragins & Cotton, 1999). Many studies have been completed on informal versus formal mentoring relationships, and every well-controlled study found informal mentoring to be superior when compared against a formal mentoring structure (Johnson & Anderson, 2010).

B. MARINE CORPS STRATEGY

It is important to under the differences between industry practices of mentoring compared to the objectives set within military direction for development and mentorship. The Marine Corps' strategy provides guidance for the type of organizational culture the institution seeks to establish. This strategy also communicates how the organization expects to develop and influence Marines. The four areas surveyed deal with the Commandant's direction, how to lead Marines, how to sustain the transformation, and how Marines learn.

1. Commandant's Direction

The Commandant's Planning Guidance (CPG) provides the path the Marine Corps will follow under the new Commandant's direction. It gives the Commandant's intent, priorities, and steps necessary that the Marine Corps must take to meet the requirements set forth. This guidance tells the Marines what path they will take during the Commandant's tenure, but it also explains why. The 38th Commandant, General David H. Berger, echoes the same concerns with the current status of the Marine Corps, as the previous Commandant, General Neller. General Neller stated, "The Marine Corps is not organized, trained, equipped, or postured to meet the demands of the rapidly

evolving future operating environment." (USMC, 2019a). General Berger emphasized that the current Marine Corps does not align with the National Defense Strategy (NDS) and his focus is to realign the Marine Corps to the current NDS. Aligning the Marine Corps to the NDS requires General Berger to focus on five priorities: force design, warfighting, education and training, core values, and command and leadership (USMC, 2019a). The key elements related to mentoring and leadership development are found in the priority areas of force design, education and training, and command and leadership priorities.

General Berger's number one priority is force design which encompasses multiple organizational elements (USMC, 2019a). Proper force design structure and implementation will ensure that the Marine Corps can win future fights. This includes the restructure of command relationships, equipment, and personnel in the Marine Corps. One consequence of the restructuring is that the fighting force within the Marine Corps will become smaller. The CPG states, "Everything starts and ends with the individual Marine." (USMC, 2019a). The emphasis on the individual Marine is General Berger's focus and that the Marine Corps must invest everything it can in maintaining and providing for the individual Marine. Talent retention requires the Marine Corps to make both congressional changes and organizational leadership changes. He calls for leadership to take care of their Marine by ensuring they succeed. A Marine's success is not measured by their accomplishments or failures, but through their ability to grow and be a valuable asset to the Marine Corps. The focus is to ensure the organization keeps top-notch Marines within the Corps. Keeping the best Marines in the Marine Corps is difficult because of the Marine Corps' antiquated systems to allocate job positions and promotions. Assigning a Marine to a specific job is done before they have any experience with the position or without the individual Marine's opinion. The current systems allow for promotion based upon time in service rather than performance. These systems discourage Marines from bettering themselves through continued education or force them to seek employment elsewhere. Lastly, General Berger calls for Marine leaders to evaluate Marines within the fitness report construct on their ability to mentor Marines. General Berger understands that mentoring is vital to develop the right Marines for the

future operating environment. The only way to have more capable Marines is for Marines to develop each other (USMC, 2019a).

The CPG also calls for new and innovative ways for how the Marine Corps educates and trains their Marines. In the past, the Marine Corps has focused on education by repetition. The instruction would be to continually remember phrases or information on slides and regurgitate it on a test. This education method is antiquated and typically leads to the individual Marine forgetting the information once a test is complete. General Berger calls for Marines to focus their education on "what to think and what to do instead of how to think, decide and act." (USMC, 2019a). This type of education leads Marines to think critically compared to waiting for permission to move forward. The Marine Corps needs critical thinkers, especially when operating with fewer forces. Along with how the Marine Corps will educate Marines, the CPG calls for how Marines will learn. The CPG calls for a learning publication to be in development that outlines adult learning and problem-solving (USMC, 2019a). The learning publication was published in February 2020.

General Berger closes out the CPG through his command and leadership priority by guiding his officers and leaders, in part by reemphasizing the need for Marines to take care of each other, while stressing that taking care of Marines also means holding them accountable. A leader must make the tough calls as everyone underneath the leader's charge is observing the leader. When a subordinate makes a mistake or fails to follow an order, the leader must hold the Marine accountable. Turning the other cheek or letting the Marine slide sends a wrong message to the subordinates underneath the leader. General Berger states that any leader who fails to uphold the standard will be held accountable. He calls for senior leaders to empower their junior leaders and allow them to lead Marines without instituting micromanaging practices. General Berger closes the CPG directing Marine leaders to give their subordinates space to perform activities and develop. Marine leaders need to let their members decide processes; however, leaders must conduct lessons through teaching, coaching, and mentoring.

2. How to Lead Marines

In 1995, the 30th Commandant of the Marine Corps, General Carl E. Mundy prescribes the first version of the Leading Marines (Marine Corps Warfighting Publication [MCWP] 6–10) publication for the entire Marine Corps force. This publication creates a positive impact through continual discussions on how the organization leads Marines and is a foundational document for formal resident schools (USMC, 2019b). In 2014, General James A. Amos, the Commandant of the Marine Corps, updates the Leading Marines publication to instill emphasis on the organization's core values, leadership traits, and leadership principles (USMC, 2019b). This revision attempts to provide a better description on the timeless philosophy and spirit of Marine Corps leadership. The purpose of this publication is not to serve as a step-by-step guide, but rather a board range of guidance that forms cornerstone concepts and values (USMC, 2019b). The publication divides into three chapters covering the organizational ethos, foundations of Marine Corps leadership, and the challenges the organization faces (USMC, 2019b). Primarily for this study, the focus will be on chapter 2 of the organization's doctrine, foundations of Marine Corps leadership.

The foundations of Marine Corps leadership begin with a description of how leaders should interact with their subordinates. Marine Corps order 29, written by General John A. Lejeune, emphasizes that the relationship between officers and men (and women) should not be one of a leader and a subordinate, but rather as a paternal relationship between a father and son, or one that emulates through a teacher and scholar format (USMC, 2019b). General Lejeune highlights that leaders need to engage with their young Marines and are responsible for their overall development instead of their self-interests. Leaders need to care and know their Marines and must sacrifice for those they are in charge of (USMC, 2019b). Preparation is essential for leaders to execute their responsibilities. Leaders must embody good character, learn and understand the Marine Corps leadership principles, and learn from experiences both from an individual and historical perspective (USMC, 2019b).

The Marine Corps leadership traits provide the foundations for the character of leaders in the organization. It consists of 14 characteristics, which begin at Marine Corps

initial training environments (Officer Candidate School or Marine Corps Boot Camp), that serve as leadership indoctrination. The quality of leadership is dependent on the enactment and sustainment of leadership traits by all members (USMC, 2019b). The leadership traits consist of "justice, judgment, dependability, initiative, decisiveness, tact, integrity, enthusiasm, bearing, unselfishness, courage, knowledge, loyalty, and endurance" (or through the acronym "JJ DID TIE BUCKLE") (USMC, 2019b).

Accompanying the leadership traits are the leadership principles that every individual Marine must embody (USMC, 2019b). There are 11 leadership principles that supplement the leadership traits, and are summarized as follows:

1. Be technically and tactfully proficient
2. Know yourself and seek self-improvement
3. Know your Marines and look out for their welfare
4. Keep your Marines informed
5. Set the example
6. Ensure the task is understood, supervised, and accomplished
7. Train your Marines as a team
8. Make sound and timely decisions
9. Develop a sense of responsibility among your Marines
10. Employ your unit in accordance with its capabilities
11. Seek responsibility and take responsibility for your actions (USMC, 2019b).

These principles are to serve as an additional guide for leaders. Those members serving in a leadership role must frequently discuss these leadership principles with developing individuals through various exercises (ethical and tactical), stories, or portrayals (USMC, 2019b). Ultimately, General Mundy states that leading Marines is the most important responsibility of our military organization. We must continue to educate both the heart and mind within garrison and deployment environments and during war and peace (USMC, 2019b).

3. How to Sustain the Transformation

In 1999, the 31st Commandant of the Marine Corps, General Charles C. Krulak, publishes a supplemental document to build off concepts found within the Leading Marines (MCWP 6-10) publication. General Krulak prescribes the Sustaining the

Transformation publication (Marine Corps Tactical Publication [MCTP] 6–10A) to foster an ongoing developmental process for Marines (USMC, 2018). The transformation from civilian to Marine ingrains all individuals from the onset of initial training and carries through the remainder of all our lives (USMC, 2018.) There is a heavy responsibility on all members who carry the title of Marine to defend the nation, care for our Marines, and to keep the Marines' honor clean (USMC, 2018).

At the forefront of this publication is the emphasis on one of the 11 leadership principles presented in Leading Marines: know Marines and look out for their welfare. This publication presents five phases of transformation: 1) recruitment, 2) recruit training, 3) cohesion, 4) sustainment, and 5) citizenship (USMC, 2018). The expectation is for this publication is to serve as a leadership tool in presenting examples and methods for success. The process in the sustainment of Marines requires engaged leadership, and the goal is to improve the welfare of all Marines and the institution writ large (USMC, 2018). For this study's purpose, the content presented in Chapter 6 will also be highlighted, which covers the fourth phase sustainment, and Chapter 8, which covers critical factors affecting sustainment.

Chapter 6, phase 4 of the Sustaining the Transformation process emphasizes the importance of command involvement and the larger Marine Corps family structure. Command involvement is vital during the introduction and transitory periods of a Marine's career. Although there are multiple ways of sustaining the transformation, the publication states that all sustainment processes typically involve command participation and require an interest in each Marine (USMC, 2018). The earlier a Marine's gaining unit establishes clear contact with an incoming Marine, the better chance of influence the unit has over that individual. Units can provide the historical context of the unit they are entering, utilize a command liaison for the dissemination of schedules and information, and pre-deployment briefs to familiarize new members of upcoming expectations. Recognition of individual accomplishments at milestone periods (the first one to six months) also serves to reinforce positive behavior during crucial developmental time frames of a new Marine. Special attention that facilitates inclusion and recognition of

new Marines, assists with welcoming and familiarizing themselves into their new lives (USMC, 2018).

Inherent in the Marine Corps culture is that the organization serves as a diverse extension of a member's own family, which includes intense bonds resembling those of siblings. Within this context, Marine Corps mentors serve in a role closer to a parent who does not want to disappoint their child, or in this example, to never let down their Marines. The Marine Corps emphasizes that all individuals will receive support and kinship regardless of their background or family history. In order to serve as a larger Marine Corps family, all members must be informed, involved, and supported. Informed Marines have greater comfort, allowing individuals to be focused on the mission at hand. Involved Marines and families have a clear understanding of organizational expectations. Supported Marines know and understand that resources and professionals are available to assist them when they require help (USMC, 2018).

There are critical factors that affect the transformation sustainment process of Marines. One of these factors deals with how new Marines are received when checking in to a new unit. Upon Marines' initial reception to a new unit, there is a crucial period that generates reinforcement or creates ideas of disillusionment. Observations by the Marine regarding the unit check-in process, leaders in their chain of command, and presentation of structures and buildings will create decision points or reflective impressions. There usually are two choices a Marine will consider at this reflective period; one will lean towards self-sustainment, continued service with assisting others in the sustainment process, or two, leading towards an at-risk attitude with a non-expiration of active service attrition. Commanders are responsible for creating a favorable climate emphasizing Marine Corps leadership principles. New Marines closely observe and assess their new environments with both the practices and actions taken by their peers and leaders. Experience shows that when Marines feel multiple obstacles hinder integration into a unit, the individual will fail. Although barriers are always present, leaders must identify, recognize, and accept the obstacle, while developing a viable solution to mitigate the challenge (USMC, 2018).

The ability to overcome obstacles in sustaining the transformation is dependent on the leaders that successfully implement leadership principles to reduce the barriers. Strong leadership that features initiative and ingenuity is a requisite at all levels to ensure success in sustaining the transformation. Depending on how impactful and the amount of influence a leader has will determine unit success in sustaining the transformation. The presentation of mentors is a crucial example of fostering strong leadership within a unit. Commanders need to ensure that their units provide positive role models to serve in the capacity of a mentor. Although a mentorship relationship is voluntary, every Marine should seek out and help other Marines attain goals both in and out of the service (USMC, 2018).

4. How Marines Learn

In February 2020, the Marine Corps' 38th Commandant, General David H. Berger, prescribes the Marine Corps learning publication under Marine Corps Doctrinal Publication (MCDP) 7. This publication formalizes the Marine Corps standard for learning by explaining its learning philosophy and articulating why it is essential. The Marine Corps expects Marines to foster a mindset of continuous learning. Continuous learning sharpens the Marine's mind so they will be ready for the next future operating environment. As General Berger stated, "Continuous learning is essential to maneuver warfare because it enables Marines to quickly recognize changing conditions in the battlespace, adapt, and make timely decisions against a thinking enemy. These skills required in war must be learned, developed, and honed over time—if neglected, they quickly atrophy." (USMC, 2020). The publication breaks the Marine Corp's learning philosophy into four areas: nature, culture, environment, and leader.

The first section in the Marine Corps publication focuses on the nature of learning through either formal or informal training and education. Education and training are equally important and required. Training teaches Marines factors of war which are known, such as hand to hand combat or marksmanship. Education teaches Marines factors of war that are uncertain, such as decision making in combat (USMC, 2020). Simply put, training teaches by doing while education teaches by studying (USMC,

2020). These methods influence learning, which, by nature, leads to Marines possessing the ability to make effective decisions rapidly. Decision making is essential in a combat environment, as the one who can make a better decision more quickly is likely to survive. Learning enables Marines to make a tough decision by increasing their capability and capacity to reason and critically think. Learning is not a once and done type of event, it requires continuous development, and Marines must search for this type of training.

The Marine Corp's learning culture fosters continuous learning from the day the Marine steps on the yellow footprints until they retire or end their active service. Training and education begin at boot camp (or officer training), starting with the initial phase of transforming a civilian into a Marine. The Marine Corps' goal is to sustain that transformation by enabling a culture that allows for continuous development. A Marine's desire for learning is at an all-time high following graduation from boot camp and completion of their formal schooling. Upon completion, Marines report to their first duty station where the learning culture requires reinforcement. The learning publication calls for Marine leaders to ensure they do not stifle a Marine's learning capacity by discouraging initiative, feedback, or problem-solving (USMC, 2020). Stifling a Marine's ability to learn can significantly impact their ability to make decisions or hinder their motivation. That is why fostering a learning culture where Marines can independently think and make mistakes in a safe environment is essential. Not doing so will have costly effects in combat where life and death decisions often occur.

The environment in which a Marine is learning is ever-changing and does not have a one size fits all approach. The Marine Corps should encourage continuous learning through all means to enable all individuals to develop into a better warfighter. Instruction can be through a team's approach or even through independent study (USMC, 2020). However, every level within the Marine Corps' command structure should have training (fire team, squad, platoon, etc.). Training the way we fight is essential, because "Marines will fight the way they learn. "(USMC, 2020). The Marine Corps does not focus on what format is required to encourage learning; instead, they focus on its effectiveness. Learning must be as close to realistic environments as possible for it to be

effective. Leaders and mentors within the Marine Corps are accountable for providing the best environment possible to foster learning.

Lastly, the Marine Corps Learning publication focuses on the concept of a learning leader, a person who educates themselves so they can be a strong mentor and teacher. Every Marine leader must set the example and be capable of developing their subordinate's learning capabilities. Through constructive mentoring and teaching, leaders develop their Marines into better future leaders (USMC, 2020). This teaching better prepares the junior Marines for increased responsibility levels and helps prevent them from making the same mistakes the leader made. The Marine Corps prides itself on time-honored traditions and being successful in combat. The only way to instill this sense of pride and ensure future success is through Marine Leaders, "passing on expertise, values, ethics, and experiences to the next generation." (USMC, 2020).

C. LEADERSHIP PHILOSOPHY

Leadership practices in any organization influence baseline expectations, and affect developmental efforts towards junior members. The way individuals implement, perceive, and understand leadership impacts the likelihood of a leader engaging in a mentoring relationship. This section explores the types of leadership practices available for implementation and the best practices found for use in a military environment.

1. Types of Leadership

The theory of full-range leadership comprises two types of components: active and passive selections. The active components consist of transactional and transformational leadership types, while the passive component deals with a laissez-faire leadership style that is reactive (Jensen, Andersen, Bro, Bollingtoft, Mundbjerg Eriksen, Holten, Jacobsen, Ladenburg, Nielsen, Salomonsen, Westergard-Nielsen, & Wurtz, 2019). Transactional leadership is set on transactions occurring between the leader and the individuals they are leading. Transactions apply to either rewards or sanctions given to subordinates based upon their achieved work performance. Transformational leadership deals with the direction and inspiration of individuals in the workforce and applying efforts to transform and motivate junior members. This type of leadership

strategy attempts to focus on individual behaviors and satisfy the high-order needs of junior members first to achieve organizational goals set. The inactive component of this leadership theory, laissez-faire leadership, deals with the absence of active leadership practices and awaiting deficiencies to occur rather than focusing on preventative protocols (Jensen et al., 2019). In contrast, the concept of leading through followership is also presented to provide the notion of active participation of leaders and followers in order to establish a leadership relationship (Jackson & Parry, 2018).

a. Transactional Leadership

Transactional leadership is a significant component in defining an effective form of organizational leadership behavior. Leaders and junior members form a notional contract with agreements that provide praise, rewards, and resources for achieving work goals and assignments (Bass, Avolio, Jung, & Berson, 2003). As a corrective form of management by exception, leaders establish the junior members' standards and expectations to follow. When followers do not achieve or perform to the bar, they may receive punishment as a form of corrective action (Bass et al., 2003). Transactional leadership is highly dependent on an individual member's self-interest to do well while subsequently helping out the organization. There is also concern as to leveraging the right amount of incentive to entice an employee or junior member for organizational tasks that require accomplishment. Performance type modifiers within transactional leadership consist of pecuniary rewards, nonpecuniary rewards, and sanctions. Pecuniary rewards can comprise additional pay, bonuses, work benefits, or extra vacation time. Nonpecuniary rewards may include praise, acknowledgment, or affirmation in the work environment. In the area of sanctions, correction, or punishments should occur from performances that do not conform to work standards. Although there is no structural model on utilizing rewards and sanctions correctly, leaders display higher transactional leadership levels when they combine the types of rewards and sanctions in practice. Therefore, organizational performance is highly dependent on the rewards and sanctions in place to drive member production and develop effectiveness in the work environment (Jensen et al., 2019).

b. Transformational Leadership

In contrast, transformational leadership attempts to insert pride and respect within an individual for the organization they are a part of and shift individual self-interests towards collective goals. Transformational leaders have a strong desire to motive and inspire junior members to perform well beyond their normal expectations (Jensen et al., 2019). However, one of the main transformational leadership requirements is satisfying the junior or individual member's high-order needs. There are four components present that deal with the higher-order construct of transformational leadership: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration (Jensent et al., 2019).

Idealized influence deals with the leader gaining admiration, respect, and trust by subordinate members within the organization. Leaders serve in the capacity of a role model for the junior member while creating the desire for emulation. Additionally, leaders place the follower's needs well ahead of their own needs, solidifying trust. When the leader prioritizes the junior member, they share a certain amount of risk in taking care of their subordinates first. The leader is careful about how they conduct themselves as they are aware of their followers' amount of observation, which often tests their values, ethics, and principles (Bass et al., 2003).

Inspirational motivation consists of the leader's behavior and attitude towards motivating individuals while creating meaning and challenge for those they are developing. The creation of a team mentality is forming within the follower's mentality during this period. Enjoyment, enthusiasm, and positive outcomes are subsequent effects that junior members start to embody. Leaders begin to provide a vision of the individual's future for them, which also translates to an improvement of future outcomes (Bass et al., 2003).

Intellectual stimulation involves leaders enticing the effort of individuals to innovate and create while embracing curiosity. Followers begin to question assumptions, critically analyze problems, and look at new methodologies for creating solutions. When the junior member makes mistakes, there are no negative consequences or thoughts

towards them. There is a sense of prevention in retribution from occurring (Bass et al., 2003).

Individual consideration deals with leaders focusing on an individual member's desire for achievement and growth by serving as a coach or mentor for them. The goal is to develop members to reach higher levels of potential. Leaders create conditions that are supportive while providing additional learning opportunities for the members they are developing. Each member's needs and desires are not alike, and careful consideration is made by those who are leading them (Bass et al., 2003).

Ultimately, transformational leadership focuses on building "personal and social identification among followers with the mission and goals of the leader and the organization" (Bass et al., 2003). Transformational leadership develops an individual's confidence while leading into a collective mentality that will assist members in dealing with difficult challenges than an organization may face. The leadership environment encourages individuals to work together as a team, which further develops a group confidence setting. Overall, the idea of transformational leadership is to develop members in a way where they feel comfortable in their work setting while believing in themselves and the organization's mission (Bass et al., 2003).

c. Laissez-faire Leadership

Laissez-faire leadership is a passive form of leadership that is a reactive process of waiting for problems to arrive first instead of focusing on individual development. In this category, leaders avoid clarifying standards or expectations, fail to discuss agreements, and do not present goals for followers to achieve. This inactive form of leadership does not allow organizational commitment, work satisfaction, or a desire to perform to develop within an individual member (Bass et al., 2003). In a sense, there is a lack of buy-in from followers since there is little to no investment made by leaders above them.

d. Leading through followership

Another form of leadership that is often disregarded is the concept of leading through the follower or followership directed leadership. Jackson and Parry (2008) discuss that idea of being a good follower is usually misunderstood. There is a negative stigma or connotation associated with the word follower, as most individuals would assume that those who follow are ill-equipped to lead. The researchers argue that the act of following is vital towards leadership practices; however, there are both effective and ineffective approaches in the way each person follows. One of the most comprehensive approaches they explore is through Boas Shamir, Rajnandini Pillai, Michelle Bligh, and Mary Uhl-bien's (2006) follower-centric principles in leadership theory that incorporates the following five roles plus a sixth role introduced by Jackson and Parry (2018): 1) followers as recipients of leadership, 2) followers as moderators of leadership, 3) followers as substitutes for leadership, 4) follower's as constructors of leadership, 5) followers as leaders, 6) followers as co-producers of leadership (Jackson & Parry, 2018). Followers as recipients of leadership describes a one-way role of leadership in which the follower does not play an active role in the leadership process. It is a linear relationship between the leader and the follower. The follower is expected to be a blank canvass and the leader is the director or creator of the individual being led. The challenge to this idea is that this assume all followers embody a passive role and easily influenced by their leaders (Jackson & Parry, 2018; Shamir et al., 2006).

Followers play an important role in moderating a leader's influence and behavior. However, followers are often passive in the responsibility of moderating their leadership. Successful moderation made by followers often requires leaders to adapt and change their leadership methods in order to influence those they are leading and developing. Jackson and Parry (2018) expand on the diversity of follower's experience level, maturity and age, motivations that directly influence situational leadership changes. Additionally, there are other factors such as the follower's attitude, level of acceptance, and the knowledge base of that individual that affect their response towards their leader. Overall, although this is role of receiving leadership by the follower is more common practice in the work environment, it stresses that leadership is truly an active process that needs to account the

factors associated with the follower in order for a leadership relationship to be successful (Jackson & Parry, 2018).

When bad leadership is present, followership can serve as a substitute for leadership (Jackson & Parry, 2018). The intended effects that a bad leader tries to implement is normally stalled or nonexistent when followers conduct substitution practices. In these types of scenarios, the idea of leadership becomes irrelevant, uninfluential, and unnecessary. Followers that have experience, ability, training, and knowledge tend operate independently within this state (Jackson & Parry, 2018). Additionally, there is little use for a leader's feedback as followers become more aware of their individual performance effects and the impact it has within the work environment. Although followers acting as substitutes for leadership lessens the significance of leaders in an organization, it explains very little on how followers create or implement leadership practices (Jackson & Parry, 2018).

Followers can also act as constructors of leadership (Jackson & Parry, 2018). Unless followers acknowledge that act of leadership is present, it becomes non-existent without acceptance. The construction of leadership through Jackson and Parry's (2018) study is discussed within three theories: 1) the romance of leadership, 2) psychoanalytic theory of leadership, 3) social identity of leadership.

The romance of leadership theory explains leadership as a "simplified, biased, and attractive way to make sense of organizational performance (Jackson & Parry, 2018)." This presents that followers perceptions of leaders as winners allowed them to have continuing success. Romance of leadership becomes a social construction process by creating opinions through the interaction of leaders and followers (Jackson & Parry, 2018).

The psychoanalytic theory of leadership suggests that the way an individual was raised determines the way in which we follow (Jackson & Parry, 2018). Followers act either in a dependent, counter-dependent, or independent manner towards their perspective leaders. In a dependent role, the follower accepts the leader for both preserving their wellbeing and providing emotional support. For counter-dependency, the

follower acts in a rebellious manner and rejects what the leader has to offer (Jackson & Parry, 2018). In the independent manner, the follower analyzes all the leader's traits objectively to determine if they are reasonable and ethical to follow. The psychoanalytic theory is seen as prevalent during times of crisis or challenge. When followers feel helpless or threatened, they can revert back to a childlike state of mind. This is when followers become dependent or attached to leaders as they can become a symbolic paternal figure that serves the junior member in unfortunate circumstances experienced (Jackson & Parry, 2018).

Social identity theory of leadership states that "a leader is either selected or accepted by a particular group will depend on how 'prototypical' (i.e., representative) she or he is to that group (Jackson & Parry, 2018)." The idea of attraction and being similar suggests an agreement is made by both parties in the developmental relationship. The concept of belonging becomes psychologically salient for both the follower and the leader. This helps to determine the identity of a group, how individuals function, and what individuals believe in (Jackson & Parry, 2018).

The concept of followers as leaders sees leadership as a function that is shared by all members of a collective (Jackson, & Parry, 2018). Followers in this sense are provide opportunities to lead as it is conveyed as the best action to take within the organization's culture. Distinction between roles of leaders and followers is nonexistent as it's seen that all members at some point in time are either leading or following someone else (Jackson & Parry, 2018). Followers as leaders embraces the idea of shared leadership which believes in the responsibility of guiding groups through a rotational cycle in opportunities (Jackson & Parry, 2018).

Followers as co-producers of leadership informs the leader-member exchange (LMX) theory which places direct importance on the experiences members have had in both leading and following throughout their career to facilitate success (Graen & Uhl-Bien, 1995). LMX theory recognizes that there are distinct differences in the type and quality of relationships leaders have with their followers. Challenges may be present within a specific leadership relation, but it becomes important to work things out through high-quality exchanges for the group to succeed (Jackson & Parry, 2018) . The idea of

giving up in the developmental relationship is not acceptable and LMX warns for leaders to not be selective or apply favoritism in the exchange with individuals as this would create divisiveness in the group. LMX theory works best in scenarios with high stakes as it stress the importance of having a good working relationship for members within a group that will allow the organization to thrive (Jackson & Parry, 2018).

Leading through followership practices conceptualize the roles of individuals as either moderators, constructors, substitutes, or co-producers of leadership (Jackson & Parry, 2018). These roles help to provide a clearer image of how subordinates or followers have an impact on how leadership is produced. Followers are also able to realize the importance of their involvement in creating forms of leadership. Lastly, understanding the perspectives of followers helps leaders adjust their actions in order to develop an effective developmental relationship and to ensure organizations continually improve (Jackson & Parry, 2018).

e. Improving Transformational Leadership through Followership Practices

Leaders and managers play a pivotal role in facilitating and ensuring tasks are accomplished timely within an organization. They are instrumental in the development and mentoring of their organizational members. Leaders are also evaluated on their performance and effectiveness at managing their teams or business location. Khan, S., Abdullah, Busari, Mubushar, Khan, I., (2019) state that although leaders play an important part within a successful organization, it's vitally important to look at the role of followers if companies are attempting to synchronize efforts and gain greater effectiveness within the corporation.

The researchers stress that successful organizations embrace the concept and employment of transformational leaders; however, the problem that most organization face when developing transformational leaders is through a leader-centric focus only. Transformational leaders are highly focused on meeting the needs and assessing the capabilities of the individuals within their workforce in order to achieve goals set by the organization. Transformational leaders comprise of four constructs that include: idealized

influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass et al., 2003). In order to understand transformation leaders, the authors emphasize the Kelley (1992) model of followership conceptualization, which states that exemplary followers are actively engaged and display independent critical thinking traits. In order to link the concepts of transformational leadership and the understanding of followership, the idea of trust in leadership was utilized as a mediating factor (Kelley, 1992). Trust in leadership is described as a mental state that comprises of an intent to accept vulnerability with the expectation of good intentions or behavior of another person (Khan et al., 2019).

Khan et al. (2019) establish two primary arguments that directly affect transformational leaders and the ability for an organization to successfully institute change. These claims start off with the followership dimension as a positive factor that influences the transformational leadership construct. The second claim is that trust in leadership is a mediating factor between the followership dimension and the transformational leadership construct (Khan et al., 2019).

This same study, uses the Social Exchange Theory (SET) as the main theoretical framework in reasoning for the first claim (Khan et al., 2019). SET provides a foundation for understanding the role that managers and organizations hold for creating positive work attitudes and the embodiment of obligated employees. Additionally, SET is based on two main ideas which consist of self-interest and dependence of reciprocal treatment. The authors present additional study results as evidence that the SET or leader-member exchange approach develop high quality relations in which leaders and followers able to adapt quicker to demands and ongoing changes within an organization (Khan et al., 2019).

Subsequently, followership dimensions that comprise of active engagement and independent critical thinking were further analyzed with the four constructs of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) (Bass et al., 2003); however, the construct of idealized influence had the greatest impact on followership. Within the concept of idealized influence and followership, the authors conduct a comparative assessment of

engaged followers and acknowledged the counterpart of passive followers effects on transformational leadership (Khan et al., 2019). The studies presented that engaged followers had an active or facilitating role to leaders and were responsible in providing information, constructive criticism, and assist with identify or solving problems. In contrast, passive followers were characterized as dependent on guidance from leaders, provided non-critical responses, and disregarded active participation in the leadership process (Khan et al., 2019).

A quantitative based survey that was conducted by Khan et al. (2019)found that there was a direct correlation with idealized influence and the followership dimensions of active engagement and independent critical thinking. Evidence provided through results show that charismatic qualities are related to the follower's response and interactions with their leaders and not primarily from the leader's actions alone. Findings generated show that higher levels of active engagement and independent critical thinking were positively linked with transformational leadership constructs (Khan et al., 2019).

Under the SET construct, these authors express that trust in leadership is when followers are willing to reveal or become vulnerable to a leader in a way that doesn't comprise their interests (Khan et al., 2019). They back the claim up through reasoning of trust in a relationship providing confidence and reinforcement for both parties of a follower and a leader. Studies reviewed presented evidence that a follower's respect and trust in a leader often set imperative conditions for followers to perform well beyond normal expectations and served as a key role in the leader-follower dynamic. The authors acknowledged that past studies on trust in leadership primary focused the idea as an outcome of transformational leadership and not necessary a factor that solidifies the relationship to the followership dimension (Khan et al., 2019).

Khan et al. (2019), conducted a detailed study on viewing leadership development through the perspective and understanding of followers first and the importance that trust has in binding the leader-member relationship. The claims presented focused on the positive influence that followership dimensions has on the transformational leadership construct and how trust in leadership serves as a mitigating factor between the two concepts. Overall, these claims are relevant within the area of leadership development.

2. Best Practice of Full-Range Leadership in a Military Context

In a group study of 72 U.S. Army platoons, the combination of transactional and transformational leadership styles provide a cornerstone model for leadership practices in a military context when measuring performance. Transactional contingent rewards found through transactional leadership serves as the baseline foundation for leadership relationships (Bass et al., 2003). It solidifies expectations, responsibilities, establishing a relational contract, and provides recognition or rewards for members achieving performance standards. More complex environments can foster higher levels of transactional leadership practices. Additionally, rapid turnover rates within the military environment allow for transactional leadership to establish stability regarding unit performance (Bass et al., 2003).

Transformational leadership serves an enhancing feature for the continual development of the followers through challenges of thinking, inspiring individuals to go beyond expectations, and motivating them towards organizational goals keeping in mind of moral standards and values (Bass et al., 2003). In the enlisted leadership ranks, transformational leadership practices were more prevalent due to the factors of daily involvement with platoon members, the amount of experience resident in enlisted leaders, and the identification with those leaders coming up through ranks similar to junior members driving motivation for performing to standards (Bass et al., 2003). Transformational leadership builds through the initial levels of trust and provides a more meaningful sense of identification for an organization's members through alignment of unit values, mission, and vision.

Leaders who embody charismatic leadership qualities found in transformational leadership practices were more able to sustain units operating in extended periods while transactional practices best facilitate shorter-term requirements (Bass et al., 2003). Overall, considerations for both types of active leadership practices and differing levels of transactional or transformational leadership require leadership consideration when gauging performance or completing organizational tasks.

D. SUMMARY

In order to identify the most effective mentoring program for the Marine Corps' organization, the links between mentoring practices, Marine Corps strategy, and leadership philosophy need consideration. Individual perceptions, definitions, and practices all determine how a mentoring relationship is established and executed. Without a clear understanding of the purpose and objectives for mentoring within the Marine Corps, developmental relationships that are expected to thrive will continue to struggle or become stagnant.

Our research's primary focus is to evaluate the effects of mentoring program types and their impact on organizational strategy when concerning individual development in the Marine Corps. The study of Marine Corps organizational construct and research on mentoring provides the necessary information to conduct this study. The following chapters outline our methodology for the study, along with our findings and recommendations.

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III. METHODS

The purpose of this study is to explore the 2017 changes in Marine Corps policy from a formal mentoring program to the informal Marine Leadership Development Framework and the impact of these changes on how Marines receive and conduct mentorship. The researchers conducted semi-structured interviews with Marine Corps Officers currently attending the Naval Postgraduate School (NPS). The researchers analyzed the interviews to identify themes.

The NPS Institutional Review Board (IRB) and the Marine Corps IRB reviewed and approved this research project. The Marine Corps University (MCU) endorsed it. The researchers received all approvals from all organizations by July 29, 2020.

A. INTERVIEW AND TRANSCRIPTION PROCESS

The researchers conducted 23 semi-structured interviews over several weeks. Due to the current Coronavirus pandemic, all interviews took place virtually using the Zoom teleconferencing application during the period from July 31-August 14, 2020. Interviews lasted from 37 to 96 minutes, with the average running approximately 62 minutes.

All interviews focused on three areas: individual background, perceptions of leadership, and mentoring relationships. Additional probing questions were provided to participants based upon their responses during the conversation. The first focus was on the individual's background. The researchers asked each participant to provide a synopsis of why they joined the Marine Corps, followed by their career path from the day they joined the Marine Corps until they arrived at NPS. The second area focused on the individual's perceptions of what leadership is and if they felt leadership development is essential for Marines. This area also included discussion on the practices participants utilized to encourage leadership development and foster mentoring functions. The objective of this part of the interview was to understand how the participant viewed leadership and the amount of time the participant felt leaders should invest in leadership development. Finally, the interviewers asked participants to describe times they were mentored and when they provided mentoring.

Interview participants were informed of the importance of maintaining anonymity, reminded that the interview would record audio-only, and provided a structural format of the areas and questions before starting the interview process. The cumulative time for all interviews conducted was 1,443 minutes. The transcription process for recorded interviews started on 3 August 2020 with a completion date of 1 September 2020. The transcription process resulted in 452 pages worth of transcribed text with an average of 20 pages for each interview conducted.

B. DEVELOPMENT OF INTERVIEW QUESTIONNAIRE

As a starting point for developing an interview questionnaire, the researchers utilized a previous questionnaire developed by Allen (2018) for her NPS thesis. This original questionnaire was revised to better facilitate this study being conducted concerning leadership development and mentoring factors. Examples of changes include leadership challenges and concerns, and the perceptions on effectiveness of mentoring policies that have been in place since 2006 until the present date were added into our questionnaire. Primary categories for the interview questionnaire consisted of background information, leadership, and mentoring. To gain a better understanding of the participants and their level of experience gained while in the Marine Corps, specific background questions were asked of each interviewee. These questions addressed of their purpose for joining the specific military service, past positions, what they have enjoyed the most while being in the Marine Corps, and their goals while serving on active duty and transitioning out from military service. This format allowed researchers to obtain demographic information and experience levels on participants that informed subsequent analysis of trends. The second category focused on leadership concerns, significant leadership challenges the participant faced, and the overall outcome of the incident described. Data collected from this group of questions allowed researchers to understand the difficulties faced when in a leadership position, their approach in resolving leadership conflicts, and trends present regarding the types of leadership challenges faced within the organization. The last category dealt with the participant's perception of mentoring, the level of importance for mentoring relations, and the amount of exposure with formal and informal frameworks for mentoring presented within the Marine Corps. This category

includes questions regarding policy shifts in the mentoring as well as a gauge the effectiveness of mentoring as it stands with the current policy.

C. PARTICIPANT RECRUITMENT

Recruitment of participants started with the researchers' contacts. Subsequent efforts focused on recruitment through the snowball sampling technique. The researchers would close out each interview by asking participants if they knew of someone interested in participating in this study topic. This method of collecting participants enabled the researchers to speak with interviewees who varied in terms of gender, ethnicity, time in service, and military occupational specialty. Snowball sampling was particularly essential in recruiting participants outside of the researchers' Master's program of study. The researchers attempted to establish a population sample that mirrored the Marine Corps, which included participant's demographics and experience. Every attempt was made to mirror the Marine Corps' diversity and cultural structure; however, the study is limited by the current pool of available Marine Corps who were resident NPS students.

D. RECRUITMENT PROCESS

The researchers developed a recruitment email that helped describe the research subject, initial interview questions, and the expected interview process. The email emphasized the research focus, which concerned mentorship within the Marine Corps and more specifically the differences between formal and informal frameworks. It provided the background on the 2017 changes of mentoring practices with the removal of the Marine Corps Mentoring Program (MCMP) and the establishment of the Marine Leader Development (MLD) policy. The email expanded on what the researchers hoped to gain from the interviewees, which was a perspective on both types of programs based upon the participant's individual experience with receiving and providing mentorship while serving in this specific military service organization. Additionally, the researchers wanted to discuss possible recommendations on how the mentoring process can improve and better serve individuals within the Marine Corps. The information provided enabled the potential participant to determine if they would like to participate in this study. Once an individual agreed to participate, the researchers sent confirmation email outlining the

research topic information, the interview questionnaire, confirmation of date and time for their specific interview, and the login procedures to conduct the interview in Zoom.

E. DESCRIPTION OF PARTICIPANTS/DATA

All participants were Marine Corps officers. They varied in terms of level of expertise , years of service, jobs assignments, prior-enlisted status, and company-grade level command experience. Participants had varying amounts of experience as their time within the Marine Corps was drastically different. This diversity of experience is shown in Figure 1: Time in Service. The difference in time in service allowed the researchers to gather information on how mentoring and leadership development have changed over time. Additionally, it allowed the researchers to see similarities and differences between Marines who joined the Marine Corps and Marines closer to retirement. The categories for years of service are broken into four separate groups. The first group, which consists of 0–5 years in service, most likely will finish their first tour of duty within the Marine Corps and are undecided on whether they will make service in the military an ongoing career. The second group, which consists of 6–10 years in service, includes junior to midgrade level officers who have completed two tours of service in the Marine Corps. They have either decided to commit to a career in the Marine Corps or are currently undecided about making military service a continued career. The third group, which consists of 11–15 years in service, consists of middle management level officers who may have some prior-enlisted experience and have already decided to make the Marine Corps a career commitment. The final group, which consists of 16 or more years in service, has a balance of prior enlisted experience, middle management experience, and are fully committed to the organization.

The participant's occupational specialty was a primary focus during the recruitment process. However, most participants recruited fell within the logistics category due to snowball sampling constraints as the researchers are logisticians that had limited availability in contacts at NPS. Additionally, a second factor that affected the recruitment process was the availability and willingness of individuals to participate in this research. MOS categories are provided in Figure 2: MOS breakdown. The knowledge

of a participant having company level command (Figure 3: Company Level Command) provides insight into how increased leadership responsibility affected the participants' perception towards leadership development. This category also helped to expand on occupational and leadership experience gained through service in command positions by Marine Corps students, and counters the limitations placed from the limited variation of primary MOS' held by participants.

Prior enlisted personnel (Figure 4: Prior Enlisted Service) have different experiences as they could experience mentoring relationships on the Marine Corps' enlisted and officer side. Additionally, many participants held different jobs or specialties prior to becoming officers in the Marine Corps as enlisted members. This additional experience helps to provide insight in other occupational communities. Figure 5: B-billet tour provides information on Marines' experience working outside of their typical occupational specialty. B-billet tours may impact how Marines mentor based on their experiences during this nonprimary specialty tour. The majority of the study participants are white, as seen in Figure 6: Race Categories. This breakout group aligns with the Marine Corps' current demographics, where approximately 80% are white. Only a little over 2% of participants were females per Figure 7: Gender Comparison. Comparatively, the Marine Corps roughly consists of a little over 8% of Marines being female. The participants' rank was equally distributed between Captains and Majors, as shown in Figure 8: Rank. The distribution between ranks provides a comprehensive look in terms of rank and experience since most students are in ranks between Captain and Major. The distribution also prevents a disparity of representation from occurring concerning Marine Corps resident students at NPS

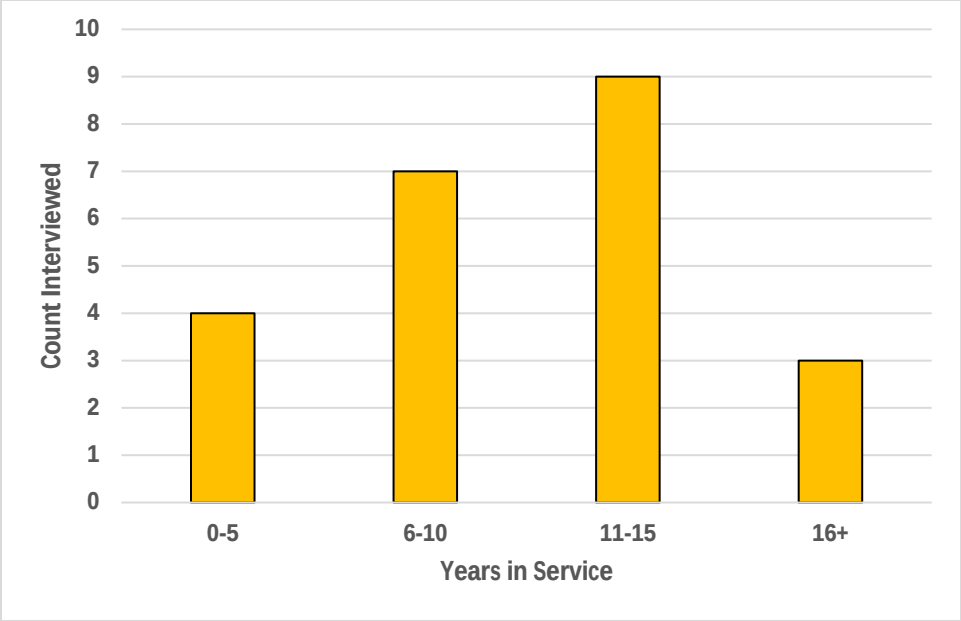

Figure 1. Time in Service

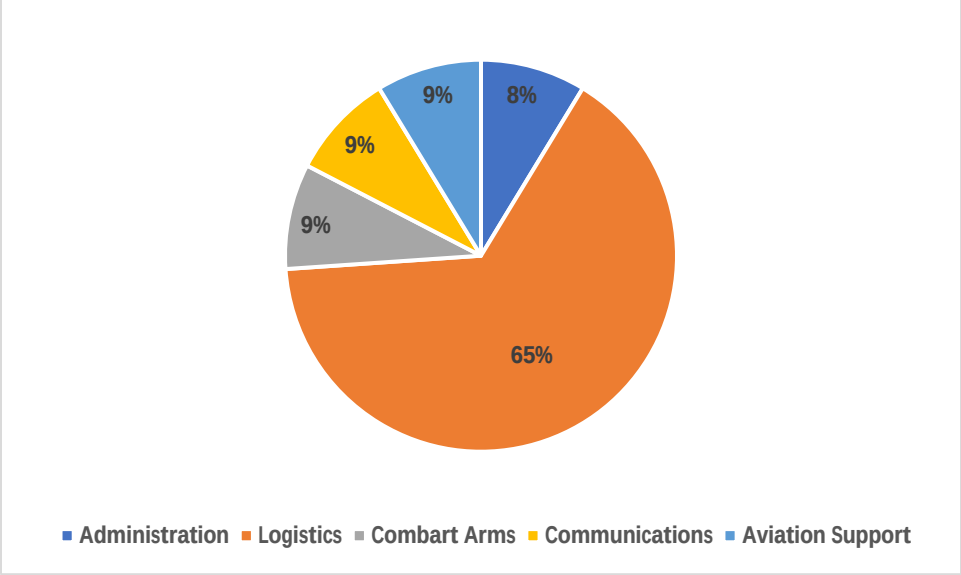

Figure 2. MOS Breakdown

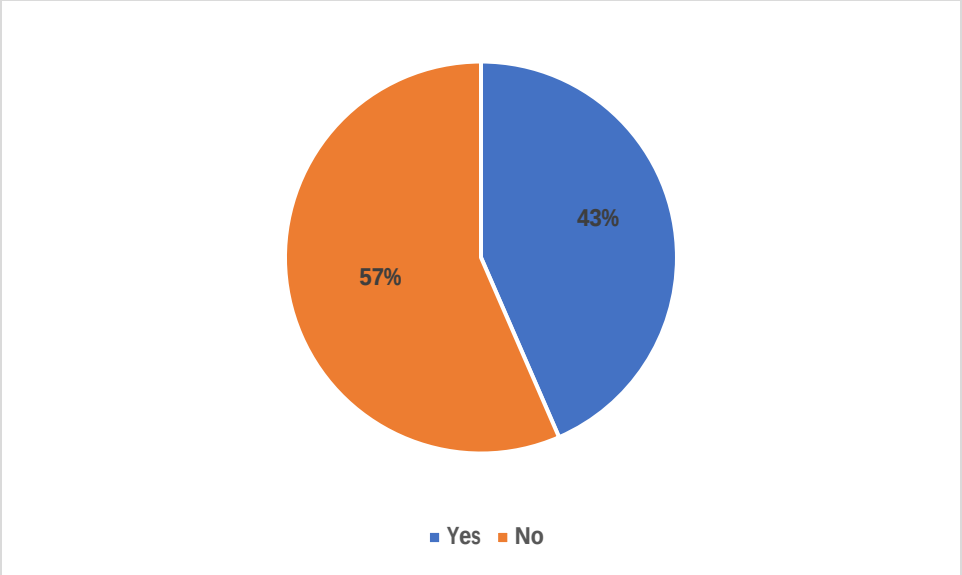

Figure 3. Company-Level Command

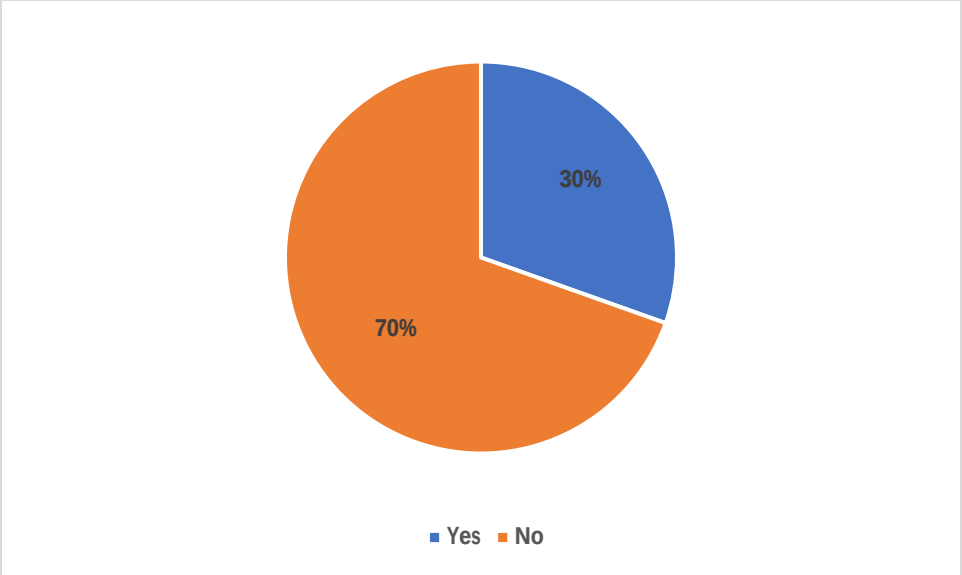

Figure 4. Prior Enlisted Service

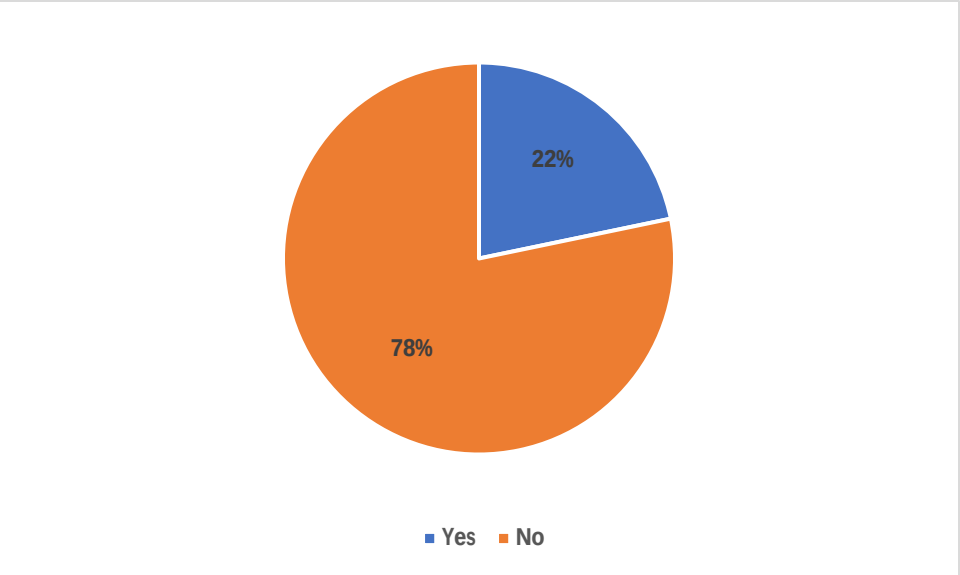

Figure 5. B-Billet Tour

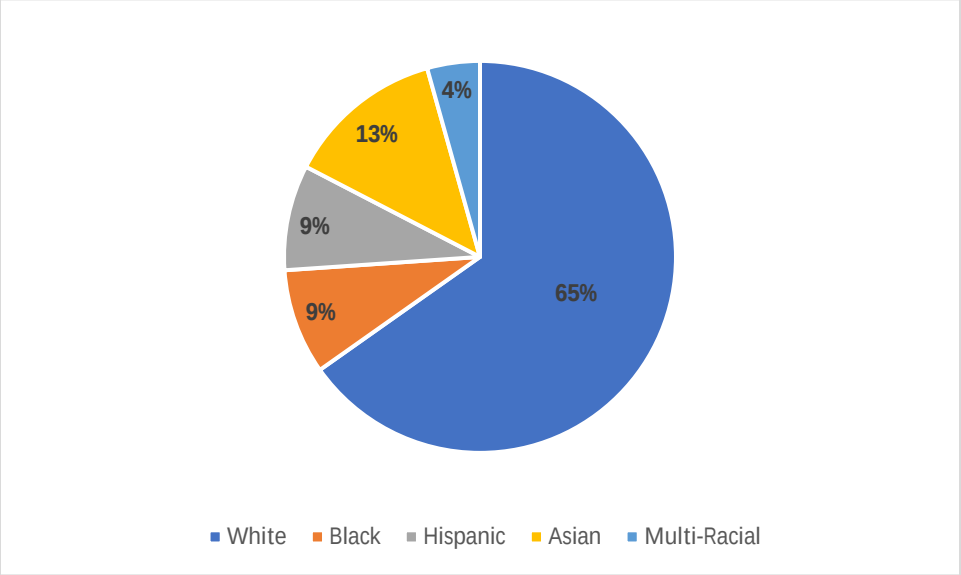

Figure 6. Racial Categories

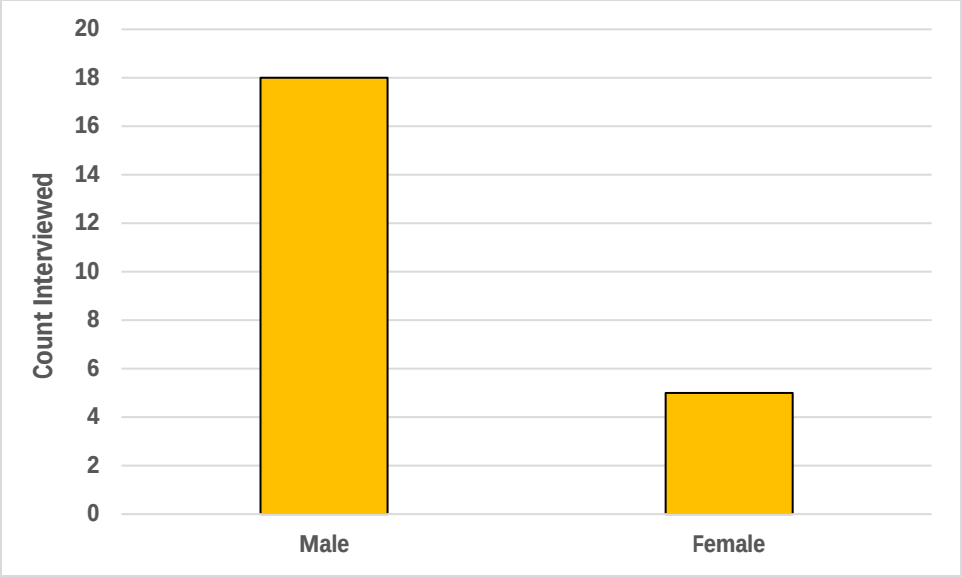

Figure 7. Gender Comparison

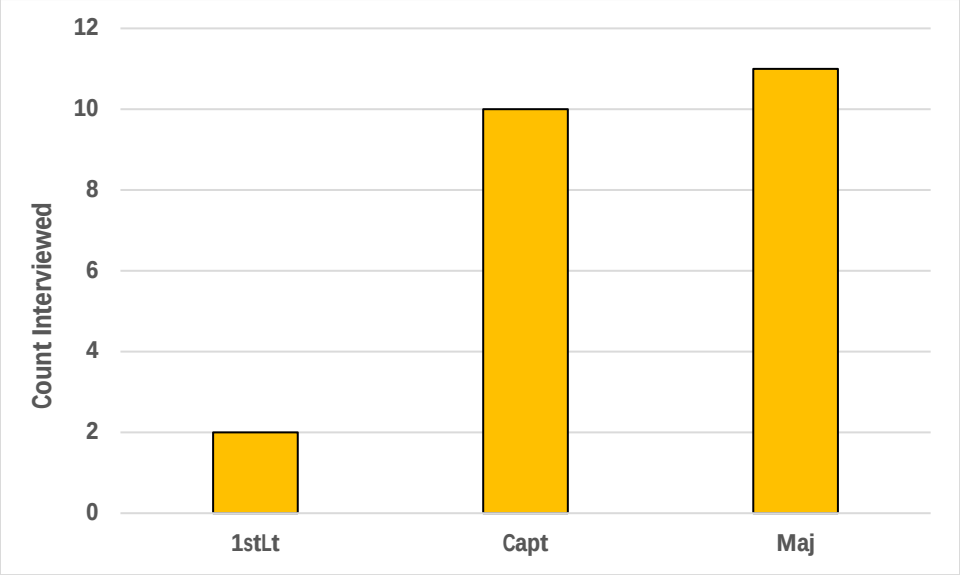

Figure 8. Rank Comparison

F. DATA ANALYSIS APPROACH

This study used thematic analysis after careful examination of data gathered from participant interviews (Caulfield, 2020; Lofgren, 2013). Interview data were compiled, then organized by specific codes and categories that reflected topics referred to by interviewees. The researchers analyzed 23 interview transcripts to identify common topics, using web-based qualitative analysis tools (Wong, 2017). These common topics reflected recurring ideas that were prevalent with participants answers during the interviews and were related to concepts found in the literature review. The researchers subsequently reviewed the common topics for similarities and reduced them to 68 codes. The researchers then reviewed the codes to identify common themes and grouped the codes into 10 initial categories. The researchers continued reading and grouping coded text, eventually reducing the 10 initial categories to five key themes. These final themes suggest reasoning or ideas related with the secondary categories.

1. Generation of Themes

The researchers began the thematic analysis by carefully reading each of the 23 interview transcripts and identifying excerpts associated with leadership, development, and mentoring. Excerpts consisted of 632 direct quotes provided by participants that spanned various lengths from a single phrase to an entire paragraph. These excerpts were compiled and organized into 68 groups using codes that are found in Table 1: Codes. The 68 codes were derived from the literature on mentoring and the common ideas that emerged from participants' interviews. Many of the participants' responses were congruent with the mentoring literature and were also common across the interviews. Participant responses that were congruent with the literature included, mentoring functions discussed in literature on coaching, counseling, and role-modeling. Additionally, some common aspects that were important to participants were those found in the notions of time investment in relationships, listening, and knowing your Marines. Frequently mentioned ideas in the interview data that were related to ideas in the literature were each given an individual code.

Table 1. Codes

Organizational direction	Ineffective	Command
Knowing your Marines	Assigned mentors	Retire
Learning	Assigned a mentor	Take it tour by tour
Listening	Junior Marines participated	Senior enlisted influence
Individual development	Utilized or discussed infrequently	Lack of teaching mentorship
Paper drill	Provided counseling	Risk adverse
Preached but not enforced	Counseling	Lack of leadership
Sustaining the transformation	Friendship	Top-down leadership on mentoring
Relatable (relationship)	Acceptance and confirmation	Transactional leadership
Belonging	Received counseling	Transformational leadership
Had Mentor	Role modeling	Leadership forum
Mentoring benefits	Mission first	Protection
Mentoring reciprocity	Personality	Coaching
Mentorship	Time commitment	Exposure-visibility
not relatable (relationship)	Provided for family	Challenging assignments
Bad relationship	Marine Corps service	Provided coaching
Select the right people	NROTC	Received coaching
Shared experiences	Challenge	Sponsorship
Teaching	Service	Didn't know policy existed
Time investment	The people	Minimal experience or exposure
Time span of relationship	Junior Marines still assigned mentors	Not effective
Why people mentor	Good starting point	Still assigned mentors
Willingness to accept advice	Implemented policy	

Subsequently, the researchers re-read the interview transcripts and grouped the 68 codes into the 10 initial, broader categories shown in Table 2: Initial Categories. The codes were grouped into categories based upon their application with specific mentoring concepts. For example, the three codes of mission first, personality, and time commitment were all determining factors that associated with suggested reasons in the prevention of mentoring occurrences. These three codes eventually constituted the initial category "What Prevents Mentorship." The remaining initial categories were developed through a similar approach.

Table 2. Original Categories

Marine Corps Strategy · Organizational direction · Knowing your Marines · Learning · Listening · Individual development · Paper drill · Preached but not enforced · Sustaining the transformation	Mentoring Practices · Relatable (relationship) · Belonging · Had Mentor · Mentoring benefits · Mentoring reciprocity · Mentorship · not relatable (relationship) · Bad relationship · Select the right people · Shared experiences · Teaching · Time investment · Time span of relationship · Why people mentor · Willingness' to accept advice	Informal Marine Corps Policy · Junior Marines still assigned mentors · Good starting point · Implemented policy · Didn't know policy existed · Minimal experience or exposure · Not effective · Still assigned mentors
Career Functions · Protection · Coaching · Exposure-visibility · Challenging assignments · Provided coaching · Received coaching · Sponsorship	Psychosocial Functions · Provided counseling · Counseling · Friendship · Acceptance and confirmation · Received counseling · Role modeling	Formal Marine Corps Policy · Ineffective · Assigned mentors · Assigned a mentor · Junior Marines participated · Utilized or discussed infrequently
Leadership Philosophy · Senior enlisted influence · Lack of teaching mentorship · Risk adverse · Lack of leadership · Top down leadership on mentoring · Transactional leadership · Transformational leadership · Leadership forum	Goals · Command · Retire · Take it tour by tour	Why the Marine Corps Provided for family Marine Corps service NROTC Challenge Service The people
What Prevents Mentorship · Mission first · Personality · Time commitment		

The 10 initial categories were further refined to five broader secondary categories which are found in Figure 9: Flow Chart. The secondary categories condense the 10 initial categories into the ideas associated with Marine Corps mentoring practices. For example, the original categories that included mentoring practices, the prevention of mentorship, and leadership philosophy were all determining factors that suggested mentoring successes or mentorship failures.

This ultimately led to the final five themes, which provide insight into to effective implementation of mentoring practices, policies, and developmental relationships. For example, successful mentoring, a common idea discussed in the interviews, ties to the final theme of teaching mentorship. Both literature and interview participants suggested that with better training and education, the mentorship program would be more successful (Johnson & Andersen, 2010). These themes will be further expanded in Chapter 4, Analysis and Findings.

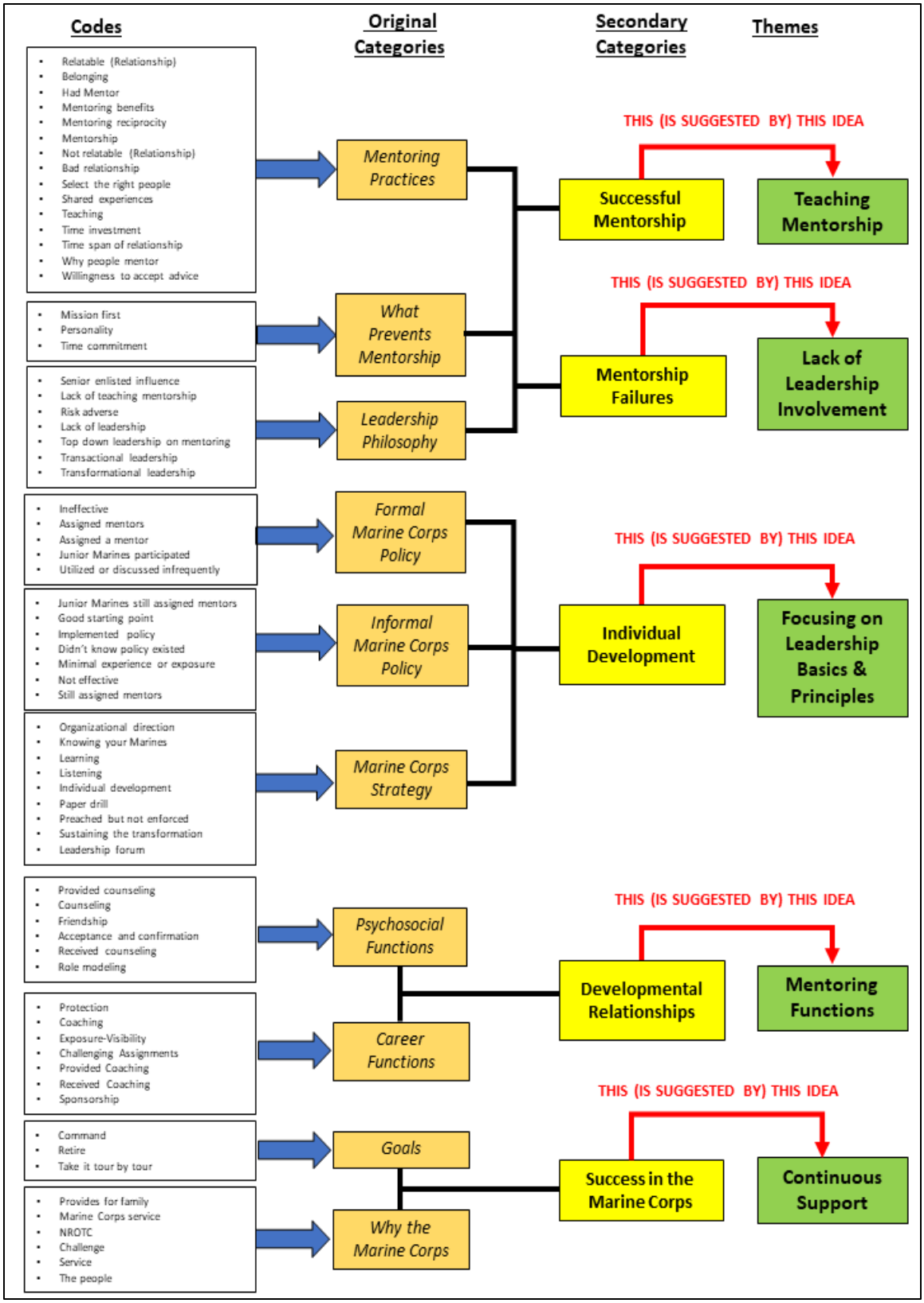

Figure 9. Flow Chart

Lastly, researchers utilized the grouping from the original 10 categories and further organization of secondary categories, to revisit the interview data and identify excerpts associated with themes. Table 3, Theme Excerpt Counts, shows the number of excepts in each of the secondary categories associated with final themes.

Table 3. Excerpts from Secondary Categories/Themes

Secondary Categories/Themes	Count of Excerpts
Successful Mentorship/Teaching Mentorship	44
Mentorship Failures/Lack of Leadership Involvement	41
Individual Development/Focusing on Leadership Basics and Principles	47
Developmental Relationships/Mentoring Functions	48
Success in the Marine Corps/Continuous Support	22

Note: Some of the same excerpts were found in multiple secondary categories/themes.

2. Data Limitations

This research project faced certain limitations. Participants were resident students at the Naval Postgraduate School. By limiting the selection of participants to only students from NPS, a proper representation of the Marine Corps' entire population proved elusive. Due to the implementation or use of the snowball sampling approach, many participants that agreed to participate came from combat support MOS'. This meant representations of other communities primarily outside of the logistics and administration specialties were limited. Of note, there were only two combat related MOS participants (artillery and combat engineer) and only two aviation support participants (aviation supply and air traffic controller) represented in the study. This focus leaves out some of the primary MOS' that eventually lead to senior leadership roles found in the infantry and pilot based communities.

Furthermore, the research only consisted of Marine Corps officers. This meant the enlisted Marine's perspective on mentoring, leadership, individual development was absent. Although 30% of Marines officers interviewed were prior enlisted Marines before making the officer transition, further analysis is required with enlisted Marines to gain a better idea of the challenges faced with mentoring practices. Lastly, if participants identified that they had a previous mentoring relationship established, the researchers were unable to conduct a subsequent interview with those in other party (whether mentor or mentee) of the relationship. The ability to interview these individuals would have provided a better perspective on how these relationships were established and whether there was consideration of the participants identifying as a genuine mentor or receptive mentee. The limitations that exist did not affect this research outcome, but further research could better demonstrate best practices and cover shortfalls identified within available population, MOS, and type of military member in the Marine Corps.

IV. ANALYSIS AND FINDINGS

The findings presented in this chapter were derived from 23 semi-structured interviews conducted with Marine Corps officers of various backgrounds who were resident students attending the Naval Postgraduate School. There were five themes that we identified after analyzing the interviews conducted with NPS Marine Corps officers. These themes consist of teaching mentorship, lack of leadership involvement, focusing on leadership basics and principles, mentoring functions, and continuous support. The analysis suggests that there is ambiguity in how mentoring is defined and how mentoring practices are taught, which ultimately affects the success of developmental relationships. A second finding describes the importance of senior leadership, specifically those in command positions, having a direct impact on how mentoring occurs and if individual development is seen as a priority for the organization. This finding suggests that those in senior leadership positions had an impact on the how mentoring occurred and that a lack of top-down leadership involvement can be associated with mentorship failures. The analysis also suggests that many Marines believed they were engaging in mentorship in some capacity; however, of the various forms of mentoring functions, only coaching and counseling were provided. Providing these services has a direct impact on how developmental relationships are formed. We also found the importance of building upon foundational principles that were instilled during the initial accession phases of Marine Corps training to sustain and strengthen individual development practices. Lastly, we found that the reasons for joining and participants' goals had served as baseline objectives that leaders can focus on for further development of a member in the organization. Through this specific lens, leaders and mentors are able to assist mentees in attaining successful outcomes while serving in or transition from the Marine Corps.

A. TEACHING MENTORSHIP

The analysis shows that the Marine Corps has failed to effectively implement the Marine Leader Development (MLD) policy, as many individuals did not know of the

policy's existence. Even during implementation of the MLD policy, the program's structure fails to provide tools and resources to effectively develop mentors.

1. Lack of Implementation.

During the course of the interviews, all 23 participants were asked about their experiences with the MLD Policy. Of the 23 participants that were interviewed, eight stated they have never heard of the MLD policy. Roughly 35% of participants did not know the current policy existed, suggesting a lack of focus on educating Marines about the new policy. From the majority of Marines interviewed, nearly 52% articulated that their command implemented some portion of the MLD policy. Only 13% of the Marines interviewed had units that implemented the policy in accordance with the expected standards. These results suggest that the Marine Corps is not correctly implementing the MLD Policy. Table 4 summarizes this data.

Table 4. Implementation of MLD

Didn't Know it Existed	**Implemented Incorrectly**	**Implemented in Accordance with Policy**
8	12	3
35%	52%	13%

The analysis shows that over a quarter of participants weren't aware of the policy until they were in the interview process. As one Major who has held company level command stated, "There is an order, I'm sure.. a Marine Corps order [exists] for mentorship, there's probably something I should have read. And I haven't." Even for the Marines who had implemented the policy, there were failures observed due to improper implementation. One female company grade Marine officer stated, "I make sure that each individual at every rank is being counseled, whether it's on a monthly basis or a quarterly basis."

Additionally, this statement made by the female company grade Marine officer suggests the notion that Marines often mistake mentorship for only coaching and counseling functions. Many knew of the MLD policy and implemented some of the ideas, but it mostly came from the direction of the Commanding Officer. However, the analysis shows that many of the individuals didn't embrace all aspects of the new MLD policy and only implemented it with a check in the box mentality. As one Marine stated, "I was the… financial specialist… but our unit didn't utilize it, right. Like I put the information out there, but nobody, nobody utilized it." Another Marine stated, "I think it's there, we acknowledge it. And I think we kind of just do the bare minimum, to make sure that we're, you know, we're flying under the radar." The analysis suggests that Marines who are taking positions to serve in a capacity of a mentor, don't have the necessary training to actually be mentors. For the individuals who did implement the policy, in accordance with the standards, they were only capable through educating themselves on the MLD policy. One Marine captain sought out education on the MLD policy as he stated, "I went to one of the first working groups before they actually pushed it out and did like a two day class on what it was going to be and there was a wing unit that tried it out and they had good success." Another Marine who served at the training and education command stated, "we structured our whole program, our coaching program based on the new six F and I think it's a good approach." For the individuals who have seen successful implementations of the policy, those members had to educate themselves, invest time, and apply effort to properly implement the informal framework. Those individuals that were able to find success in the program did so only through educating themselves on the MLD policy.

2. Developing Mentors

Though some of the Marines didn't know of the existence in the MLD policy, all of the Marines interviewed knew mentorship should be occurring in the organization. They either knew of it through the MLD policy, training previously received at The Basic School, or they thought mentorship was inherent within their leadership duties. Many of the participants noted that even though mentorship is emphasized, they feel there is a lack of training on how to be a mentor. As one field grade officer stated, "I think we put out

these documents that show how to do things, but there there's really no real teaching on it or coaching mentors through it, it's just hey, here's the framework, go do it." Another Marine stated "We don't give mentors the tools to actually be mentors." One Marine officer from the combat arms MOS category provided the following statement on how we develop mentors.

> I think the Marine Corps does a horrible job. I think they with good intentions put out things like the Marine Corps mentoring program and, you know, the marine leadership development policy. But who actually sits down with them and make [s] sure that they know it and that they know how to be an effective mentor, that they actually work on their listening skills and how to ask, you know, open ended questions and things like that. I think, especially, you know, when you think of every Marine… NCO is a leader. So you have 19/20 year old Marines who are expected to lead and mentor. You know, just because we have a program that says that they have to do those things, doesn't mean that they are actually being developed to be someone who can mentor another.

The prevalent concern of interviewees regarding mentorship was about the qualifications of mentors and how Marines receive mentoring education. Responses indicated that the Marine Corps has significant flaws when it comes to developing mentors.

Table 5. Teaching Mentorship

Teaching Mentorship	Quote
Didn't Know Informal Policy Existed	· "Almost none, to be honest." · "I would say like I didn't know that the marine leadership policy was a thing until right now. So maybe that's a that's an issue in itself. " · "I was reading [interview questions]and… I laughed because, you know, it says there have been two distinct mentoring policies. Tell me about your experiences. And I laughed, I'm like, what mentoring policies? " · "There is an order, I'm sure.. a Marine Corps order [exists] for mentorship, there's probably something I should have read. And I haven't." · "Yeah, zero, definitely zero on… either of those. " · "I have not." · "Haven't seen a lot or been exposed to… much since the disestablishment of [formal mentoring policy]." · "So no… not really, to be honest with you."
Minimal Exposure to Policies or Didn't Implement Correctly	· "I don't know I guess I've heard of them, so that's good I'm aware of it."

Teaching Mentorship	Quote
	· "I was the… financial specialist… but our unit didn't utilize it, right. Like I put the information out there, but nobody, nobody utilized it." · "I make sure that each individual at every rank is being counseled, whether it's on a monthly basis or a quarterly basis." · I think it's, it's there, we acknowledge it. And I think we kind of just do the bare minimum, to make sure that we're, you know, we're flying under the radar." · So the informal program, I was not aware of that it actually included the officer ranks or even SNCOs for that regard
Implemented Policy	· "I went to one of the first working groups before they actually pushed it out and did like a two day class on what it was going to be and there was a wing unit that tried it out and they had good success." · "we structured our whole program, our coaching program based on the new six F and I think it's a good approach." · "Yes. So the new program, I'd heard about it joining the Marine Corps. I hadn't seen it in action until this last year and I was at a maintenance battalion. the CO was like day one. I need officers to get together with the chaplain and we're going to put these into action. Like let's sit down and talk about how, how maintenance battalion is going to. I'm not really like you said make a policy but like, how are we going to use this and incorporate it in our day to day."
Developing Mentors	· "I think we put out these documents that show how to do things, but there there's really no real teaching on it or coaching mentors through it, it's just hey, here's the framework, go do it." · "We don't give mentors the tools to actually be mentors." · "I think the Marine Corps does a horrible job. I think they with good intentions put out things like the Marine Corps mentoring program and, you know, the marine leadership development policy. But who actually sits down with them and make [s] sure that they know it and that they know how to be an effective mentor, that they actually work on their listening skills and how to ask, you know, open ended questions and things like that. I think, especially, you know, when you think of every Marine… NCO is a leader. So you have 19/20 year olds who are expected to lead and mentor. You know, just because we have a program that says that they have to do those things, doesn't mean that they are actually being developed to be someone who can mentor another."

Note: The researchers removed the respondents' filler words and corrected grammar.

B. LEADERSHIP INVOLVEMENT

Participants perceive that Marine Corps leadership involvement and the organization's strategic focus on mentorship is an important contributor to Marines receiving adequate mentoring. Our analysis suggests that top down leadership is required to effectively implement mentorship programs. When the participants were asked to describe their thoughts on the Marine Corps mentorship policies, the majority of

interview participants stated the effectiveness was determined by the command's direction on mentorship. As one company grade officer stated, "it was a check in the box mentality. We only cared about it when it came down time for an inspection." A field grade officer stated, "if the commander makes it a priority, it'll be a priority." Another Marine major further conveys, "you can tell the difference between a command where mentorship is occurring and [it] is not. We read the reports of units that are dysfunctional in combat and it boils down … to one thing, not the training. It's the leadership." A company grade officer provided his perspective on ownership from the top of the organization down as he stated, "I think it boils down to individuals within that command and owning the actual program… The Marine Corps has a lot of programs that are supposed to be instilled within the commands, but they don't own it [and] it falls by the wayside." One Marine officer went further to state that not only do programs fail without command direction but it is their responsibility.

> I think the leader in the in the Marine Corps, whether it be company command or battalion command, his [her] main job should be to establish the culture within the organization, a culture that focuses on the people, setting the conditions to get the most out of his… people… by facilitating an environment that, [has] compassion, understanding and taking care of those people… also… making sure that they understand what the mission at hand is, [that] they have.. the resources to get that done. I think it's… about setting the tone and establishing … the culture for the organization.

1. Leadership Priorities

With many participants' responses suggesting mentorship is not a priority, our research tried to understand what is preventing it from becoming a main priority for leaders. Most Marines articulated that their top two priorities were mission accomplishment and troop welfare. As one Marine officer stated, "I think at the end of the day, we have to do our mission." A Captain stated, "mission usually does come number one and everything is subordinate to that." The participants were further asked on the obstacles preventing mentorship, with many suggesting that mission takes up too much of the unit's time. One female company grade officer stated, "I think that a lot of the times we kind of get wrapped around with what's going on at work, and we forget

about taking care of the Marines." Another Captain continues the dialogue of balancing unit priorities with the following statement.

> learning how to balance mission accomplishment and troop welfare. And so we always get into this mission accomplishment is the number one thing that takes priority, but we don't emphasize how troop welfare… taking care of your Marines is actually how you're going to accomplish the mission. I see a lot [of] leaders… put the leadership aspect on the back burner, just because there's so many requirements now and people are overwhelmed and overworked.

The Marines continued to echo that mentorship is important as it will help increase mission success, but time and competing priorities often get in the way. Our analysis hinted at the organization's zero defect mentality, the unwillingness to tolerate mistakes, as causing commanders to be risk adverse and focused more on areas that were going to be evaluated. This ultimately leaves little time to focus on mentorship and troop welfare when mission success becomes the sole priority. One Captain stated, "sometimes we get so focused on executing mission that we have … that zero defect mentality." Another major with company command experience stated,

> [In some cases] you have the battalion commander who does not care about the development of his people. He just cares about meeting the metrics that are given down. And then you get the next battalion commander who cares more about developing his people and taking care of them, making sure that they grow as Marines and as citizens. He cares more about that than he cares about whether or not he's going to get hit for maintenance or whatever other metrics, higher-ups [will evaluate him on]… We have both within the organization, I think that those individuals are the result of both who they are as people, but also whether or not they happen to have grown up under one of these other good mentors or bad mentors…. The nature of the metrics that.. are used to determine who's a good commander and who's a bad commander, those certainly don't help. Because if, if your boss is always saying, you know, you're good or you're bad based off of these things that have nothing to do with the quality [of your] people or the quality of your training that they're not seeing directly… that's [going to] drive the individuals… to just comply with whatever they're getting graded on.

Marines seem to feel more pressure to ensure mission accomplishment is met even at the expense of troop welfare. This emphasis can contribute to a culture of Marines caring

more about the present unit challenges than ensuring the success of the Marine Corps in the future.

Table 6. Leadership Involvement

Leadership Involvement	Quote
Top Down Leadership	· "it was a check in the box mentality. We only cared about it when it came down time for an inspection." · "if the commander makes it a priority it'll be a priority." · "you can tell the difference between a command where mentorship is occurring and [it] is not. We read the reports of units that are dysfunctional in combat and it boils down… to one thing, not the training. It's the leadership." · "I think it's it boils down to individuals within that command and owning the actual program… The Marine Corps has a lot of programs that are supposed to be instilled within the commands, but they don't own it [and] it falls by the wayside." · "I think the leader in the in the Marine Corps, whether it be company command or battalion command, his [her] main job should be to establish the culture within the organization, a culture that focuses on the people, setting the conditions to get the most out of his… people… by facilitating an environment that, [has] compassion, understanding and taking care of those people… also… making sure that they understand what the mission at hand is, [that] they have.. the resources to get that done. I think it's… about setting the tone and establishing… the culture for the organization."
Mission First	· "mission usually does come number one, and everything is subordinate to that." · "I think at the end of the day, we have to do our mission." · "I think that a lot of the times we kind of get wrapped around with what's going on at work, and we forget about taking care of the Marine." · "learning how to balance mission accomplishment and troop welfare. And so we always get into this mission accomplishment is the number one thing that takes priority, but we don't emphasize how troop welfare… taking care of your Marines is actually how you're going to accomplish the mission. I see a lot [of] leaders… put the leadership aspect on the back burner, just because there's so many requirements now and people are overwhelmed and overworked." · "[in some cases] you have the battalion commander who does not care about the development of his people. He just cares about meeting the metrics that are given down. And then you get the next battalion commander who cares more about developing his people and taking care of them, making sure that they grow as Marines and as citizens. He cares more about that than he cares about whether or not he's going to get hit for maintenance or whatever other metrics, higher-ups [will evaluate him on]… We have both within the organization, I think that those individuals are the result of both who they are as people, but also whether or not they happen to have grown up under one of these other good mentors or bad mentors…. The nature of the metrics that.. are used to determine who's a good commander and who's a bad commander, those certainly don't help. Because if, if your boss is always saying, you know, you're good or you're bad based off of these things that

Leadership Involvement	Quote
	have nothing to do with the quality [of your] people or the quality of your training that they're not seeing directly…that's [going to] drive the individuals… to just comply with whatever they're getting graded on." · "Sometimes we get so focused on executing mission that we have ... a zero-defect mentality."

Note: The researchers removed the respondents' filler words and corrected grammar.

C. MENTORING FUNCTIONS

Mentoring functions serve as a developmental tool to assist both mentors and mentees in generating support for each member. The overall purpose for mentoring functions is to facilitate developmental relationships. Mentoring functions consist of both career and psychosocial functions. The participants interviewed found the functions important; however, many of the individual functions within career and psychosocial support were missing from their mentoring relationships. The analysis suggest that many of the individuals received coaching and counseling functions to a higher degree than the rest of the functions, but levels of clarity and understanding within those functions differed immensely. The research also suggests that while many didn't find friendship essential in a developmental relationship, the most successful relationships had an element of friendship. Lastly, role modeling was a key element that provided aspects of individual improvement and growth for many individuals interviewed.

1. Coaching and Counseling Functions

The most common form of mentoring functions conducted within the Marine Corps consists of coaching and counseling practices. Individuals in leadership positions are constantly reminded to engage with their subordinates and provide coaching and counseling functions during an initial, follow-on, and continuous basis while within their assigned unit. However, there is a lack of teaching how the organization desires to provide coaching in counseling functions that often misleads individuals within the Marine Corps to assume a mentoring relationship is established.

Several study participants identified their experiences with mentoring as either providing or receiving coaching or counseling. As one female captain explained that the

goal of mentoring is "making sure the Marines know their job and making sure they know ..... Everybody serves a purpose." Another female Marine stated mentoring serves as a form of counseling, she conveys that "[periodic meeting with senior Marines] this is the good stuff that you guys [senior Marine] need to pass on [to the junior Marines].' And then maybe look how I'm doing this and tell me how I messed up." One male company grade officer identified mentoring as using the Marine Corps fitness report, which is a performance evaluation tool, to coach and counsel them. The participant stated that, "I kind of look at the fit rep ... It's probably the best place to start ... you [mentor] want to basically go down the 13 tabs .... you want to make sure that people [mentees] are hitting them." Another Marine who had company command experience identified mentoring as,

> a safe environment to be taught, coached and coached in. And I think it's a two-way conversation ... I think a mentoring session is a good closed-door session where there could be an agenda of what the mentee wants to talk about, or the mentor wants to talk about ... Or an open conversation of just like frank conversation behind closed doors, and it should be safe and there should be no attributional type stuff. And that individuals should walk, walk out feeling filled up with whatever that means, you know, filled up with knowledge, filled up with a perspective, filled up with wisdom. That's the way I think mentorship ... should be.

The analysis indicates that many of the functions required within a developmental relationship to transform into a mentorship relationship are missing. Coaching and counseling practices are only some aspects required to foster a mentoring relationship.

2. Friendship

The analysis identified friendship as a key psychosocial function within a successful mentoring relationship. Individuals who experienced friendship had mentoring relationships last longer than individuals who didn't receive that function. Additionally, the individuals who did experience friendship had better individual growth and development. However, many of the individuals interviewed did not see friendship as an important factor when mentoring Marines.

Individuals who had experienced friendship had a better development relationship. The relationships held were longer in duration were more enjoyable. One

such instance comes from a logistics Major that stated the importance of support through others outside of his immediate network. He conveyed that, "it can get lonely in the military… if you're just surrounded by your peers, and you don't have somebody to bounce ideas or frustrations or just thoughts off of that's in a position to provide you good feedback and not just pure feedback." A Marine captain further expands on the benefit of friendship provided by his senior enlisted chief. He states that,

> the chief that I had in that shop was an absolutely invaluable mentor… still talk to him to this day. We're great friends here. He was a Master Gunns (Master Gunnery Sergeant). And so he had a lot of experience and a lot of different perspectives in the Marine Corps. And you know, we would it was the same kind of relationship as I had with my first XO, where we would go out on runs, or we would spend time in the office talking about, you know, whatever was going on in life or…with the battalion. And he taught me a lot about.. he developed me as an officer, he developed me as a person and he developed me as a leader. Kind of the whole the whole aspect. He taught me how to interact better with…different people and how to get different results out of Marines.

Both of these statements by the participants reflect the importance of having a support network and friendship, which directly influences individual development of both mentors and mentees.

Although friendship is considered an important aspect for a long term developmental relationship, many participants considered the psychosocial function as irrelevant when providing mentoring to junior Marines. One male Marine captain restricted mentoring relationships into the confines of a formal scenario. He stated that, "it turned into more of a formal mentor-mentee relationship. To the point where I… see how they're doing, kind of more interested in how they're doing personally [and] professionally." A female Marine major provided her perspective on relationships only as career associations. She states that, "a main purpose of mentorship is to teach somebody to figure out how to get things accomplished without ... burning bridges instead of making friends…" One male Marine captain also articulated that, "if you're building a meaningful relationship [with]….Marines [in your] direct chain of command, it's extremely hard ....you're not their friend."

The statements made by these individuals reflect their perspective on friendship having little value in a developmental relationship with those in a subordinate role. In this condition, the leader is most concerned with accomplishing mission tasks instead of providing support through a friendship role. The benefits of friendship are less important in this aspect when producing mentorship. An additional factor that can hinder the establishment of friendship by those seeking to serve as mentors is the hierarchical nature of the military rank structure and fear of reprisal caused through fraternization. One example of this matter concerning the hierarchical nature in the military rank structed limiting developmental relationships is described by a Marine major and his experience while working at the Pentagon. He elaborates on a relationship he had with a senior Air Force officer by stating,

> And one of the guys that I ended up kind of tiny, not…purposely, but we would end up eating lunch at the same time was a two star [general officer] on the Air Force. And we actually developed… I would say friendship because… [although] I'm not really friends with a two star, but we developed a relationship where you know… how's the family, how's the job, what's going on next, where you going to?..and… it almost became a mentoring relationship.

This statement highlights reservation of junior military members in identifying a possible developmental relationship associated with a senior ranking officer. The establishment of having a developmental relationship, such as one with a two star general, becomes limited due to fear of punishment created by fraternization policy.

3. Role Modeling

Many participants identified that role models had a significant impact with their individual development and growth within the Marine Corps. Role models had characteristics that either subordinates or peers sought to emulate in their personal and professional lives. At times, these characteristics influenced participants to seek out those role models to serve in a mentor capacity due to similar or desirable traits discovered. One combat arms Major identifies the important of having a good role model early within your career. He states, "it's probably got to start as a as a young officer, seeing what right looks like..[senior leaders] need to do a better job ... [identifying] what right looks like

when it comes to mentorship ....[and] leadership." A prior enlisted Marine captain expands on the usefulness of role models he has admired through his years in service and making him a better Marine.

> I've kind of just found somebody and tried to I tried to mirror what they did that that I thought made them successful. And that's worked for me. You know, the last time I think I really had had a mentor was when I was a sergeant. That was probably 2012 timeframe. And I had this Gunny that I worked for, and everything he did just seemed like it was always the right thing. His family life was good, Marine Corps Life was good. And I think a lot of the values that he did he gave me have led me got me to where I'm at… but even since then, you know I've had other majors, colonels… that I've worked around and kind of kind of watched and been able to see how their mannerisms and the way that they handled different situations, so that's how I use it ... for myself.

A Marine major speaks on the impact of being a company commander and serving as a role model for his junior Marines to emulate. He states that,

> within the first week, I'm going to go PT the hell out of my Marines, my troops… my NCOs and I want them to know that I'm physically capable, because you know, [in] young Marines eyes, I would say you know, 75 to 85% of them are going to agree, initially gained some credibility or gained some respect for me as their leader if I can PT, right. And then over time, I will show them that I'm technically [and] tactically competent in my MOS, and then the rest follows suit. As an officer, you know, when I'm looking for my lieutenants, they might not really care too much about my ability to PT. But if they see me putting in the extra hours in their mentorship, if they see me, taking the time out of my schedule, getting out of behind my computer, and going down and watching the Marines give a class or when I go to the field… I'm doing the things that I'm preaching and my officers are gonna respect me, and they're gonna want to follow me.

This statement reflects the importance of setting and leading by example. Setting the tone early on and following through provides credibility for junior Marines to reflect on.

In contrast, there were also examples of bad role modeling practices present in the Marine Corps that were detrimental for individual development. As one female captain stated reflecting on her battalion's senior leadership lack of involvement, "I feel like the XO of that unit should bring in junior officers and kind of teach them how to mentor ...Junior Marine Officers were running around everywhere, and it just ... they just seem

lost." The same female captain spoke on the influence of bad senior enlisted leaders affecting Junior Marines and how a lack of role models available can hinder mentoring practices.

> I had a new supply chief come in. This supply chief was a SNCO who had just gotten off the recruiting duty. So he'd been out of his MOS for a long time, but I had high expectations and I wanted him ... you know, leave that mentality, start learning your job, because the Marines depend on you. And I understand you've been away from the job for a long time. It's going to take some time to figure that out again. But I expect, you know, for that individual to make an effort. So this individual did not make an effort. He would talk about his recruiting stories with the Marines. He would show up late in the mornings, wearing basketball jerseys. While the Marines were already at work already working, would come in, no haircuts. And this is just, this is SNCO, who was supposed to be, you know, he should be the example, right?

The analysis indicates that a role model has the biggest impact on how Marines develop themselves.

Table 7. Mentoring Functions

Mentoring Functions	Quote
Coaching and Counseling Functions	· "I think that would be a main purpose of mentorship is to teach somebody to figure out how to get things accomplished without being I don't know the right word like again, I'm using the word belligerent or you know bullheaded and just creating enemies and burning bridges instead of making friends and getting the job done." · "I definitely think I guess I kind of look at the FITREP. You know, it's probably the best place to start. So if you're going to mentor someone and you are going to sit down with them, you basically want to, you know, pull up, the USMC fit rep on, you know, online, and you want to basically go down the 13 tabs and you want to hit those, you want to make sure that people are hitting them and they the Marine Corps provides you a great template in which to mentor." · "You know, going back to goals is just like making sure the Marines know their job and making sure they know like, they are also important, doesn't matter what their job is. Everybody serves a purpose."
Friendship	· **"**it can get lonely in the military, like if you're, if you're just surrounded by your peers, and you don't have somebody to bounce ideas or frustrations or just thoughts off of that's in a position to provide you good feedback and not just pure feedback." · "No, I think it will go beyond like even [if] he is out of the Marine Corps. If I get out of the Marine Corps. I think it will continue on. I don't think it's going to end just based off of where we are within our careers."

Mentoring Functions	Quote
	· "So the chief that I had in that shop was an absolutely invaluable mentor still talk to him to this day. We're great friends here. He was a Master Gunns (Master Gunnery Sergeant). And so he had a lot of experience and a lot of different perspectives in the Marine Corps. And you know, we would it was the same kind of relationship as I had with my first XO, where we would go out on runs, or we would spend time in the office talking about, you know, whatever was going on in life or with the battalion. And he taught me a lot about.. he developed me as an officer, he developed me as a person and he developed me as a leader. Kind of the whole the whole aspect. He taught me how to interact better with different people and how to get different results out of Marines."
Role Modeling	· "I feel like the XO of that unit should bring in junior officers and kind of teach them how to mentor ...Junior Marine Officers were running around everywhere, and it just ... they just seem lost." · "Purpose of mentoring ... is someone who has a little bit more experience ... provides guidance to an individual ...prepare them a little bit better, whether it comes ... to professional ... PME or advancing in their careers or maybe just even just their personal lives ... give them guidance ... or recommendations on what they should do. And I think ... it helps them see it from a different perspective ... see it from a different angle." · "I know my, one of my favorite mentors, he was just so hyper aware of everything. He knew when to push you. He knew when to hold back. He knew when to like how like those talks where you basically disappointed him, so like, those hard talks, but not in a way that like, made you feel that you're less than. It just kind of made you feel like, oh, man, I totally messed up, but I can totally do better." · "But I truly believe that the way I carried myself the way I controlled my schedule, the way I made "my family priority, and at times, that I think that was visible to Marines that were surrounded by me. And that is a that is that in itself is a piece of mentorship in my eyes, because it's they're visually seeing me do this, when other Marines are saying, nope, we're going to if you're if you're, if you're leaving before 1900, you're wrong, you know, and so, I don't know, I'm kind of all over the board on that one." · "The first XO that we had when I was there, he was one of those leaders who would you know, he really embodied the walk around the you know leadership by walking around so he was very often found not in his office, but walking around and chatting with everybody at the battalion. Just kind of keeping a good deed on battalion and what was going on and you know. He'd take me out and, and me and other people would just maybe take folks out and PT with them and that was kind of his way of getting one on one time with people and I think taking them under his wing and his kind of form of mentorship, so I really enjoyed that had a good experience out of that."

D. FOCUSING ON LEADERSHIP BASICS AND PRINCIPLES

The idea of individual development is facilitated through the focus of leadership basics and principles that are already instilled within the Marine Corps organization. There are foundational doctrines in place discussed in the literature review chapter that

serve as guidelines for leaders to follow and expand on with those they are in charge of influencing and developing. Additionally, there are directional policies and practices prescribed for the force that are introduced during the initial accession or training phases that are often pushed to the side due to other unit priorities. The analysis conducted will also expand on the mentoring and development policies that were put in place since 2006 and refined again in 2017, from a formal to informal frame work. We also explore upon the direction or strategy that the Marine Corps seeks to establish for the organization and the perceptions it had on the participants interviewed.

1. Formal Marine Corps Policy on Mentoring

Although the intent behind the Marine Corps Mentoring Program (MCMP) was to ensure every individual in the organization had the same opportunities provided concerning individual development, the reception of the program failed and delivered subpar results. As one prior enlisted Marine captain spoke on his experience with the program as a junior Marine, he spoke on the uneasiness he felt concerning assigned mentors that were of a younger age compared to him, the conduct of the assigned mentor, and the lack of life experience obtained by that individual.

> I didn't like the guy, because he was doing stuff that ... I did not want ... to be part of ... And also to find out that I was also older [than him]. It's hard for me to listen to it. I was already in my… already 28 at the time. Yeah, I'm being mentored by a kid that's only maybe 22 years old. That does not make any sense in my mind ... Maybe he had the Marine Corps experience, but not the life experience. So that did go bad, because I had to put that person in his spot right away because it was forced upon us. And I told my … at the time, my SNCO, like, 'This is stupid, this just doesn't make any sense'… I can remember that conversation because I told [the SNCO], this guy doesn't even know how to shave himself. How can you tell me how to shave?

These comments highlight the importance of having relatable and genuine relationships when attempting to foster individual development practices. In this case, it was difficult for this Marine officer to find common ground with an individual that was not meeting the standards expected of Marines in general. Another Marine major spoke on his

thoughts on how the organization develops mentors, teaching mentoring practices, and his initial experience with the formal mentoring program as a junior officer.

> I guess I would say I don't think we do it. Though, that would be.. I think my going in answer is, I don't think we put our money where our mouth is, at least in my experience. We put out you know, the well … we have the Marine Corps Mentorship Program. [We] put out a lot of energy behind it. That was a little before my time, so I kind of came in three years later. But, you know, for me, I didn't see a lot of umph behind it. I think we put out these documents that show how to do things, but there there's really no real teaching on it or coaching mentors through it. It's just hey, here's the framework, go do it. So I don't I don't think we put our money where our mouth is on that.

Another Marine major spoke about his opinion on assigned enlisted mentors for Marines that had conduct or behavior related issues within the unit.

> I think we do a terrible job. Assigning a brand new corporal as a mentor. Especially with the protection … FPC, Force Protection Council program that we have. I have not seen that tool have beneficial results. We don't give mentors the tools to actually be mentors. Because, you know, we assign a SNCO or we assign a young lieutenant… the SNCO may have had the experiences, the lieutenant may have had some, but we're still not quite there.

These participant comments stress program guidance being pushed out to the force with little or no emphasis on the training aspects that are associated to have an effective program. Additionally, the comments suggest that we assigned mentors based on the next higher rank rather than in ways related to the mentee. Programs that do not provide a clear example of methodology to implement, successful models to follow, or positive experiences felt are grounds for the framework to fail. These statements made clearly reflect some of the reasoning why assigned mentoring relationships were detrimental in the Marine Corps and further reasoning why there was a refinement in policy made in 2017 towards the Marine Leader Development (MLD) policy.

2. Informal Marine Corps Policy on Mentoring

The refinement of the formal mentoring program led to an informal leadership development framework that focused on functional areas called the six F's (fidelity, fitness, family, future, finance, and fighter aspects). Although the MLD policy was

introduced in 2017, there was very little advertisement or exposure to operational units in the Marine Corps. As one Marine captain states, “I would say… I didn’t know that the Marine Leadership [Development] policy was a thing until right now. So maybe that’s a that’s an issue in itself.” Another Marine major states having absolutely no experience in either program. The major states,” I’m like, ‘What mentoring policies? You know, like… I didn’t know about the first one. Obviously, I’m a little junior for that. I honestly don’t even know about the second one, like…no one has ever told me about a mentoring program.” Although this Marine major was in the service for approximately 12 years, he stated that he wasn’t even aware of the formalized mentoring program that was in place from 2006–2017. Additionally, he was not aware of the transition from the formal program to the MLD policy that removed assigned mentors. This points to a void in terms of the recognition of development related policies being placed within the Marine Corps. Another Marine major spoke about units still implementing factors from the old program into current practices after the shift in policy.

> I guess, probably even after the new order came out, you know, units are still using that same structure for their counseling jackets and still laying out the honor, courage commitment and finance worksheet and all the all the stuff that’s still in there. So it’s just turned into, you know, a monthly counseling program. And, you know, it’s not really fulfilled, what it was supposed to do, in my opinion. And then, you know, looking at who is mentoring, like, if you’re a corporal ... are you necessarily going to be able to mentor a senior lance corporal? I don’t know, maybe, maybe not, depending on your maturity level. So that was that was my experience with that.

Other participants discussed the challenges in implementing an informal framework and its impact in changing units and developing people. One prior enlisted Marine captain stated,

> No, I don’t think for the Marine Corps, anything informal is ever effective ... I just don’t think that you’re going to have an informal policy, that’s not enforced that’s going to be effective. It might be effective for the very few who are hard chargers, very go at it, [that] want to improve themselves. But for the other percentage of people, it’s just going to be something else that they have to do a checkbox to mark every year.

Another Marine captain spoke on the impact the informal program would have on units. He states, “The new iteration, I remember coming out… I honestly don’t remember [MLD] having actually any impactful change [to] any units.” Although the majority of participants had little exposure to the new leadership development policy, roughly four out of 23 participants (14%) had positive experiences with the informal framework. One female Marine lieutenant spoke highly on her unit’s assimilation with the six functional areas and the impact of her battalion commander’s influence driving unit protocol changes for individual development.

> I think just from that last unit and seeing how well worked out is, is when you set up that mentoring program within a unit, kind of giving those individuals that are leaders the flexibility on how they best see fit with how they know their Marines ... But make sure [it] actually gets done. Go back and supervise it ... But also just giving us the flexibility, to be able to take that under our wings and knowing our Marines and executing that plan, and then making sure that the CO comes back around and make sure that it’s happening, because I could easily see them saying, ‘Hey, here’s my intent, do it.’ And somebody’s saying, ‘Yeah, yeah, we did it.’ And it never really actually happened. And it’s just going to the wayside like many other things. So making it a priority. I think that that’s what he says, just success for our CO was like, it was ... the first thing he talked to us about was that program, and then everything else he’s like, everything else will come as it comes ... but these things, we got to maintain them.

Another Marine major spoke on the positive experience he had in implementing the MLD policy with his NROTC members while serving as Marine Officer Instructor (MOI).

> I like the Marine Corps leadership development policy. You know, when I was in Okinawa, I went to one of the first working groups before they actually pushed it out and did like a two day class on what it was going to be and there was a wing unit that tried it out and they had good success and I actually when I was an MOI, I made record jackets and printed out the counseling documents and actually taught my Marines what it was because I knew that in some way, shape or form, they were going to have to oversee some sort of the program when they got to the fleet. So I wanted them to get the idea what it was about. But not only what it was about, but what it what its intended purpose was it was so that they can help their Marines be like, keep their head in the game, right? If the Marines are having financial problems, their heads not in the game. If they’re having, you know, family problems, their heads not in the game. So, as a young officer, you’re in the business of accomplishing the mission, you need to take care of your people.

Lastly, one prior enlisted Marine captain spoke on his positive experience implementing the new MLD policy as a staff member in a training environment at Air Traffic Control (ATC) school for enlisted Marines.

> We structured our whole program, our coaching program based on the new six Fs and I think it's a good approach. I don't like the fact, first of all…I didn't like the definition of mentor [from] one of the Word docs I saw off the website, Marine Corps University website for the leadership development. But I think it's a good approach, I think it verbalizes what aspects that you want to do, and by deemphasizing mentorship, I guess, it allows them allows them to approach the manner in whatever aspect allows the individual, person, man, or whatever aspect they seem most successful to that individual Marine.

Although the new informal policy on leadership development and voluntary mentoring relationships was introduced in 2017, many of the participants interviewed had little to no exposure to the change in developmental frameworks. Only 17% of those interviewed stated a positive experience gained from the newly introduced MLD policy. This limited exposure to the MLD policy highlights the need for promotion of and training on the new framework, if the Marine Corps wants this policy to influence a greater population.

3. Marine Corps Strategy and Direction for Development

Participants spoke about the importance of setting the example, understanding the individuals we are leading, and carefully listening instead of always directing. One Marine lieutenant spoke on her thoughts concerning top leadership involvement setting the example for others to follow.

> You know, I think now that I'm looking back at it, and I think there should be a pretty solid emphasis ... I think that it starts from the top. It always does. You know, if once you realize the CO …it's something important to him, and you saw him doing it in action, I think we all kind of changed our tune, and you make sure that it was something that we were doing as well.

Another Marine major spoke on how the organization sees its members and loss of focus in developmental relationships and continuing the transformation process of Marines.

> We see Marines as numbers. We see them … sometimes as personnel that come in and out. So that relationship, you lose sight of it. But I remember one of my ... when I was a company commander, the first thing the

> philosophy that I had was very simple ... we have to keep in mind that society overall gave us a person, regardless of gender, race, orientation, you name it. But I honestly think our responsibility, as a leader, is to make sure that we understand we have to return that person back to society better than we had it. So that's really the key point that majority of, of leaders forget and they only think about themselves. And that has been a really one of my major issues with a lot of the leaders that I have met the only see themselves and that's it, like the mission, and how are they going to succeed within their career? But they don't see the person that joined the Marine Corps.

And the importance of listening was emphasizes by a Marine major when describing his experience when dealing with his mentor, a General officer.

> Active listening… that's very important ...I remember one of ... my mentors … [a] general, told me one day, I'm no longer talking anymore. The only thing I do is listen, because that's so important, because the only way again … to be approachable is really be willing to listen to that person without really any type of judgment upfront at all.

The ideas and concepts described by these participants are not brand new or earth shattering. These are foundational ideas leading back to the leadership basics and principles that were instilled in all Marines during the initial training phases. The perception among many individuals interviewed for this study is that the lessons taught are quickly forgotten or pushed aside based upon mission or unit priorities.

Table 8. Leadership Basics and Principles

Leadership Basics and Principles	Quote
Formal Policy on Mentoring	· "They need to have the skills and… the tools to actually do mentorship. And again, I really think that we need to move away from calling people mentors and keep them in that that teach-coach lane and then as the bridge as their mentor, that's where it becomes true mentorship. I think if we just flip our mindset of we have to assign somebody as a mentor, and it's automatically going to turn into this great bond. No, it could. And I've seen some benefits. But more often than not, the Marine that's on the FPC slide has been assigned multiple different mentors that… they didn't want to talk to, [that] didn't have any concerns with you." · "I didn't think that the mentoring program was bad. I think that the implementation of it and the culture of the Marine Corps turned it into a negative thing. Just because counseling, you know, tended to be negative in nature. And really, they just became a way of documenting, you know, how

Leadership Basics and Principles	Quote
	to get the bad Marines out instead of really holistically looking at them, giving positive feedback as well as negative."
Informal Policy on Mentoring	· "I would say even after 2017, my chief and I have always still had them assign a mentor to a new Marine to the unit. But I think we would just follow up a little bit less, but it's just ...for the first time ... mostly just to make sure they know how to get around, what to do, kind of help them out in their job when they first get there. And then, again after 2017... myself personally has not experienced anything to do with the mentorship framework." · "I've literally seen the six F's posted on the billboard like in the battalion read boards. They may be posted in like the barracks. And the only time I hear anything about the six F's and mentorship is during annual training. Annual, semi-annual training, where you're doing OPSEC and all that other stuff. That's like a check in the box. I couldn't even tell you the person that was supposed to be in charge of this actual program." · "Yeah, zero, definitely zero on either of those [policies]. I wasn't really familiar with it. I remember asking about, trying to seek out any such mentoring program when I was, you know [a], lieutenant, junior captain, and got deer in the headlights back at me. All I've ever seen was the different variations on interviews that people had, you know, when they're coming in, they're in their initial counseling. And then following up on that, basically, the concern for the FITREP interviews [or] counselings in preparation for writing those rather than any sort of broader mentoring." · "The Regimental commander was a big believer in the six F's, being the initial counseling, initial program approach… was at a much greater emphasis. I think part of that is the discussions and tie ins that were being used at the Lance Corporal seminar now that that's a formalized program, formalized requirement. So by having those consistent counseling tools, the unit itself was trying to make a bigger effort in, you know, adhering to counseling making sure that the counselings were being done. They're being recorded."
Direction and Strategy for Development in the Marine Corps	· "The way I look at it is, is really again, going back again to that parent and child relationship. I think that's really what the mentorship should be. It's not because ... I love my kids so bad, that I'm just going to let them do whatever the heck they want. But at the same time, you have to be able to really guide them in the right direction that you think is the right way. And then, until they get to a level where they write it themselves." · "You can't lead people if you don't invest in them. And investing in them is partly time and energy. So, yeah, Is there time is going to be where you're going to have to stay late because one of your Marines has to go through the budget, you know, their budget worksheet, because they just can't keep a bank account in check? Yeah, I think there's going to be those times when it's not going to be what the leader wants to do, but they have to contribute… or they have to try to bring that Marine along." · "I think it's there, we acknowledge it. And I think we kind of just do the bare minimum, to make sure that we're flying under the radar. For example, like my previous unit, like ... you can tell me leadership's important all day, but actions speak louder than words. And when the unit becomes obsessed with just meeting mission, and less about aspiring, you're not conducting leadership then." · "What I would say is that there should be guidelines that make it easy to follow and implement a strategy, right? And strategy doesn't necessarily

Leadership Basics and Principles	Quote
	need to um describe execution. So ... identifying concept and theory based off on historical success, or you know, scientific research on that has been deemed effective. Then, I think that's a good step to helping leaders in the Corps, understand the importance of mentoring. But then I think it's, it's imperative to also provide guidelines for execution not necessarily mandate." · "They're not a priority. And so if it's not a priority, and I preface with this saying, I think some commands do it a lot better than others in the Marine Corps. But if it's not a priority of the command to make sure that there's a system in place to help sustain that transformation, then yes, I would say it's probably forgotten. And, the problem with that is, you know, and I saw it in the Division… you bring these, these highly motivated individuals that have just finished MOS and MCT and they're now sitting on your deck in Camp Pendleton, right? And if there's no actions taken in there to reinforce the sustain the transformation and to go bigger on like, what does that mean? And like, not just saying, read the book and you know, understand it, but like surrounding folks by the right individuals. And that was one thing I always told the Marines that check in. It's like, spend the next couple of weeks just observing individuals and you'll be able to pick out the ones that you should surround yourself by. You'll be able to pick out the ones who are just going to mope around and be sponges, you know of whatever plagues and toxins they can get, and they're going to create toxins in the organization. If you surround yourself by those, you're going to go down the wrong lanes." · "So I think we in the Marine Corps, have a have an issue with mentoring because, we try to combine, teach, coach, and mentor all into one thing, one purpose, and it's all kind of the same methodology that the Marine Corps goes with. I think the problem is that, for a mentor to me, mentors are chosen. So it takes the individual seeing someone that they either want to emulate or someone that they want to be around and try and you know, learn from, to actually identify someone as a mentor."

Note: The researchers removed the respondents' filler words and corrected grammar.

E. CONTINUOUS SUPPORT

The concept of providing continuous support helps foster the idea of achieving success in the Marine Corps. The analysis in this area expanded on the reasons why individuals decided to serve specifically in the Marine Corps and the goals they desired to reach while in the organization. Understanding the reasons behind selection for the Marine Corps provides a foundational area for those in influential positions to start from when developing individuals. Many individuals that participated in the study stated that they desired for a challenging experience and the exposure they were provided by Marines in various settings, highly influenced their decision in selecting the organization

for military service. Additionally, the career goals established by individual members helps leaders and mentors focus on what areas they can help develop in order for subordinates and mentees to reach those aspirations. Many individuals had the intent to retire successfully in the Marines, while a notable number of individuals had a distinct desire to reach command of a unit later on in the future.

1. Reasons for the Marine Corps

There are various reasons why individuals decide to serve in the military, but several participants spoke of the challenges that the Marine Corps provided as a determining factor for selection in this organization. One Marine major states, "I saw it as an opportunity to do something that was exciting and difficult and you know, challenging and the Marine Corps was the first to get back to me on… an opportunity to leave home and I took it." Another Marine major spoke on the influence of Marines serving as security guards at a U.S. Embassy and the camaraderie developed with members as his reason to join the institution.

> Because of the first impression that one of the Marines at the U.S. Embassy. We used to run together, I was just what they call, the kids in the neighborhood. But nonetheless, the guy, every time when you run ... he [had] to go to the base. My dad was a commander of a base ... And it was easier because it was a long run… around the river, on the Niger River. So ... that was an opportunity. And he was very polite, very, like, everything you'd expect from… a big guy ... [So] that's why I joined the Marine Corps and also the marketing strategy, which was just the best and the brightest, and all of the above. Something challenging.

Another prior enlisted Marine captain spoke on the individuals he works with and the challenges to develop others as prominent factors on why he still continues service today.

> I think ... I just enjoy ... working with people who all have ... a strong drive for something higher, and then the challenges that both the mission and ...the Marines you work with [face]... that mission of pushing a better citizen back out.. to the United States population ...[which] you helped shape and mold that person to some extent ...I enjoy that challenge.

The positive experiences of gaining immediate contact and the bonds created by shared experiences strengthen the desire and decisions to serve and continue service in the

Marine Corps. In addition, a different participant that had corporate business experience, stated that he desired something completely different than what he was a accustomed to.

> I had a heavy influence from ... my brother and some [of] my family for the Marine Corps. So I decided that, you know, that lifestyle in the business world ... necessarily wasn't for me, and I wanted to lead more folks at a younger age and have opportunity to be around a different group of people, vice folks who come from very similar backgrounds. And that's the main reason why I joined the Marine Corps.

Another area that had a direct impact on individuals choosing the Marine Corps for military service was through the Naval Reserve Officers Training Corps (NROTC) program. Of the five participants that went through the NROTC program as a commissioning source, three individuals had changed their option from initial selection of service in the U.S. Navy over to the Marine Corps. One Marine major speaks on the influence of the NROTC Marine members.

> I joined a Naval ROTC because my dad was in the Navy during Vietnam. And I could tell that my dad was different than a lot of other dads that I grew up with. There was just something about his, his demeanor, his character, some of his attributes. He was somewhat of a natural leader and I felt like a lot of those skills were learned in the military. So I wanted to be in the military. So I started out as a Naval ROTC midshipman, but quickly switched into the Marine option program, because of ... the active duty Marines that were in NROTC. We had about 15 of them, and ... they motivated me ... so I kind of changed directions and ... kind of went the Marine route.

This specific Marine major that commented on the NROTC program was eventually provided the opportunity to serve as a Marine Officer Instructor (MOI) in the NROTC program years later. The positive influence experienced while at NROTC as a midshipman trainee shaped his desire to eventually to return to the program to instruct and develop future service members. These examples highlight the importance of understanding where our organizational members come from and the initial influences they had to shape development and provide continuous support.

2. Future Goals in the Organization

Another important factor identified during this research was the future goals set by participants. The majority of those interviewed had career desires to finish off a 20 year obligation in the Marine Corps in order to reach retirement eligibility. Several officers interviewed were undecided on the direction or path they wanted to go towards concerning their future. Also, about half of the 23 participants (11 officers) interviewed were field grade officers in the rank of major. Many were unsure of staying in their primary Military Occupational Specialty (MOS) to continue service as a staff officer or pursue the route of command, a decision that they would have to make while serving in that rank. A prior enlisted Marine major with close to 20 years of service, speaks on the uncertainty of his desires and goals during a pivotal point in his military career.

> So I don't really know yet what I want to do. I don't know if that's something I'm interested in. I haven't really been interested in command. I don't know if that's a goal yet or not. For me, it's usually just taking one thing at a time and just trying to do a good job in that billet. And then making sure I still hit all the, you know, the wickets that I need to just because… I don't want to come up to a point one day where now I do decide if that's something I want, but I failed to do something in my in my career that it doesn't, you know, doesn't allow me or I didn't hit one of those, didn't check the box on one of those items that you need, you know, whether it's PME or whatnot. So I guess that's my goal for now. Ultimate goal ... if I do try to get out, I'd like to go back to where I'm from in the Midwest and still want to maintain some sort of connection to the Marine Corps.

Another Marine major continues with the same position of uncertainty while at a crossroad moment.

> I'm kind of mixed on this right now, to be honest with you. I have kind of, you know, went through some ... changes in life here over the last few years. But, you know ... I think my goal in the Marine Corps at this point is to continue to strive for excellence. To do everything I can to give my all, and do what is asked of me in the Marine Corps. Whether that's command, whether that's staff work on high command, or at headquarters or what have you. I think I've accepted the fact that you know, command, you may not get it, you may get it, but that doesn't necessarily mean you haven't achieved your goal.

Out of the 23 interviews conducted, there were only six individuals that clearly stated that they had a desire to achieve battalion level command (26%). Out of the six individuals, three were either in the minority or female demographic (50%), and only three of the total six (50%) had an influential mentoring relationship that helped with their individual development. The Commandant of the Marine Corps, General Berger, recently stated that the organization will continue to address the issues surrounding the lack of diversity and inclusion in the Marine Corps, especially considering the organization's low number of female officers when compared to other services in the Department of the Defense (DOD) (Kenney, 2020). A female Marine major said, "I want to be an MWSS commanding officer. I think that's what I'm set on, is command." Another Marine major stated with confidence on his desires for command and reflected his opinion on other officer's indecisiveness towards the decision.

> I would like to be an O5 commander. You know, I think we kind of teeter around whether or not it's important, and you know, some people would prefer not to do it, go to school, be an action officer, but I've set that as something that I'm interested in, in accomplishing. So, O5 command followed by, you know, a follow on tour, and then I'd like to exit by 20.

Table 9. Continuous Support

Continuous Support	Quote
Reasons for the Marine Corps	· "And I just knew this is what I wanted to do. It was a rigorous environment, a pretty disciplined and it's just something that I didn't grow up with. And I felt like that's what the Marine Corps was going to do for me. So I went to the Naval Academy knowing that I wanted to be a Marine and so the entire time that I was there, I made it [an emphasis] to a lot of the Marines that worked there that I wanted to be a Marine officer." · "Family's got some history of service in the military, and you know, it sounded like a good opportunity to get out there and do some things I wouldn't otherwise be able to do if I just took the immediate college route. So becoming an officer was in the initial thoughts. And so I knew that there was opportunities again to get to college and get a commission, as well. So that was appealing as well as to be able to make my way from the enlisted to officer without again, taking on a huge burden of debt." · "I went to a school that had Navy ROTC, and I was in the Navy ROTC, but I got along much better with the Marines. So I switched over to the Marines and have not gone have not gone back yet." · "Two things that really appealed to me were the physical fitness aspect, and then the camaraderie aspect of it seemed a lot stronger, and a lot tighter knit group in the Marine side than on the Navy side. So I put in a request to switch over to [a] Marine Corps contract."

Continuous Support	Quote
Future Goals in the Organization	· "So it's going to sound weird, but originally when I joined the Marine Corps, I was like, 'Hey, let me do my four years, and I'm done.' And then here it is, after close to 15 years, actually, more than 15 years. I'm still around going forward. I stated to my wife, after I do my… my 10 year requirement as a commissioned [officer], I'm out. She's like, 'No, you're not leaving… until I say so.' So I'm probably going to stick around for another 15 years based on what I understood. And I love what I do. So it's obvious. I'll be around for a while." · "Looking ahead, you know, I take it, I take it every couple of years at a time .... right now, I'm absolutely loving it. I would love to make it a career if the Marine Corps wants to keep me around." · "Get to the 20 year mark [and] to have the opportunity to retire from the Marine Corps. But in doing that, keep myself competitive ... for promotion to the to the next rank and billets following ... once I reach that mark where ...I can make that decision with my family. I wouldn't say that I have any high aspirations or any certain billets that I want. I'm not chasing command or anything like that. And then post Marine Corps, you know ...I honestly don't really have any. Retire to Eastern North Carolina and hopefully get some sort of job in the ... contracting field." · "So I I'd like to do at least 20 years… my goal is to stay in the Marine Corps for another 10 years. As far as billet wise, I would like to be a battalion executive officer, hopefully a battalion commander." · "I think being a MEU commander is like the greatest job in the world. Being on the MEU as a lieutenant and seeing what the MEU commander has at his disposal. I say that kind of in confidence or kind of jokingly, because I know because of my pedigree not being a specific MOS, my chances of being a MEU commander are slim to none. But that's kind of one of those… one of those kind of goals that I have, but honestly, like if I can stick around and be a battalion commander, I think that'd be great." · "I would like to hold command. I'm just one of those [where] I've always had [it] for myself ...once I get out, I plan on going back to get my master's degree in clinical psychology and possibly get my PhD to open up my own practice and to study PTSD within the veteran population."

Note: The researchers removed the respondents' filler words and corrected grammar.

F. SUMMARY

The research findings suggest that the Marine Corps has not fully embracing mentoring and in so doing has failed to establish sound developmental practices. Through our research and analysis, the Marine Corps seems to lack a well-developed framework for mentoring. There is a lack of understanding of the basic career and psychosocial concepts that are associated with mentorship. This lack of knowledge has led to many of our participants to believe they were providing mentoring, but were only providing coaching and counseling functions. Marines are also ill-informed about the current

policies in place and the changes implemented which further compounds the issue. Subsequently, the research found that even the Marines who knew of the policy, only 13% implemented it correctly. The Marines who did not implement the policy either didn't do it because of the command's leadership direction or lack of knowledge. The following chapter will build on this analysis of data. It will discuss, recommend, and identify areas for further research.

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V. CONCLUSION

A. FINAL STATEMENT

This study attempts to answer five questions associated with development and mentoring practices found in the Marine Corps. These questions focus on programs, policies, and procedures that directly affect mentoring. Additionally, we offer three suggestions for the future direction of Marine Corps mentorship. This study also provides recommendations that were either brought up by participants or researchers that address problems identified in the organization's mentoring approach. Lastly, ideas for future research are presented as a means to continue the discussion involving mentorship.

The five research questions and a summary of findings follow.

1. What factors contribute to successful mentoring programs?

Analysis of interview data and literature suggest that four main factors are associated with a successful mentoring program. These factors consist of top-down leadership involvement, the balance of unit priorities (mission vs. troop welfare/ development), investment in subordinates, and teaching mentorship concepts. Many respondents stated that effective developmental programs directed towards organizational members started with recurring senior leader involvement. As more members observed the actions of their senior leaders who communicated favorable responses towards development, subordinate leaders were able to prioritize the importance of troop welfare and development which had a direct correlation in affecting a unit's assigned mission. Leaders that were invested in their subordinates were more likely to influence their behavior, growth, and follow-on actions for the future. Lastly, effectively teaching mentoring concepts, such as functions, types, and phases provide a foundational framework for understanding both the purpose and benefits in establishing mentoring relationships.

2. What policies and procedures has the Marine Corps incorporated into its mentoring programs?

The research indicated that the Marine Corps provided many different publications to enhance the MLD policy. These publications include the Commandant's planning guidance, the Marine Corps learning doctrine, and the Marine Corps user's guide to counseling. Many participants stated they lacked awareness of these publications or how to appropriately implement them within the MLD policy. In addition, many participants stated they had a lack of knowledge about either of the mentoring policies. This problem further complicates the proper implementation of guidance outlined in Marine Corps publications related to the development of Marines. For those participants who read the learning doctrine, they struggled to understand how to implement teaching and education practices within the MLD policy. As for the Marine Corps user's guide to counseling, the last update to the policy was in 1986. The user's guide to counseling has practical tools but requires revisions, as counseling standards have changed within the last 30 years (DON, 1986). Ultimately, the participants noted that due to many competing requirements in the operational unit, MLD policies and procedures associated with development often get pushed to the wayside. Our analysis shows that while mentorship is essential and should occur, it has been equated with nothing more than a buzzword. In short, the practice of mentoring frequently gets overlooked in the face of the bigger priority of achieving mission accomplishment for an organizational unit.

3. How has the policy change that occurred in 2017 affected how Marines mentor and are mentored?

The analysis suggests that policy changes haven't made a difference in the way Marines conduct mentoring practices in the organization. Although there was a policy change conducted in 2017, only 13% of participants fully implemented the MLD policy as prescribed. The other 87% either didn't know about the policy or only utilized some of the tools provided within the new policy. Furthermore, many Marines stated that they still used formalized mentoring aspects found in the old program that consisted of assigning Marines to mentors. This practice of assigning mentors contradicts the informal mentoring practices outlined in the MLD. The research suggests that when the policy

changed to an informal framework, mentoring within the organization wasn't prioritized as highly as it was within the MCMP since it was no longer under evaluation.

4. How does the revised Marine mentor program align with best practices identified in research?

The analysis conducted on types of mentoring suggests that the best practice for implementation is through an informal framework. Formal mentoring practices that were found in the MCMP were stated by participants as rigid and ineffective. These perceptions of formal mentoring practices were due to factors associated with the indifference felt by assigned members, maturity levels of the individuals, and lack of commonalities detected between both program members. The changes that occurred as a result of the transition from the MCMP to the MLD policy were often stated by participants as a good starting point for individual development. The policy changes allowed flexibility in choice for a mentoring relationship and stressed on the importance of developing members in the organization through a focus on six functional areas (six Fs). However, many participants stated that there are ongoing issues on how the Marine Corps closely associates the functional aspects of teaching, coaching, counseling, and mentoring all in the same category.

5. What are possible next steps for the refinement/strengthening of the Marine Corps mentoring program?

The analysis suggests that there are two areas that require refinement when concerning mentoring in the Marine Corps. The first area is furthering the awareness of the MLD policy change. As many individuals stated in their responses during the interviews, most participants were unaware of what the new development policy consisted of and what overarching goals were set. Providing a new policy should require maximum engagement and participation by those that are affected. In addition, it is not enough to provide guidance only through a document if the organization expects members to be fully engaged. Individuals learn through various means, such as observation, listening, reading, and application. The Marine Corps needs to provide training and awareness through multiple modes of teaching the MLD policy if the

organization wants it to be effective. The second area for refinement concerns the Marine Corps' strategy and direction for mentoring. The analysis suggests that the direction for mentoring in the organization was vague and did not provide meaningful purpose for many members to actively seek or provide mentorship. A clear strategy that focuses back on leadership basics and principles with ample examples can serve as a reinforcing mechanism on the importance of mentoring in the Marine Corps.

B. DISCUSSION

Responses to these five research questions lends itself to discussion on three related topics, as follows:

1. Importance of Mentoring Relationships

Kram (1983) highlights that importance of mentoring relationships is the development of both the mentee and mentor. She further explains that a mentoring relationship is different from a typical work relationship and consists of psychosocial and career functions. Many of the Marines within the study articulated that they only experienced a typical work relationship compared to a genuine development relationship. The participants emphasized they only received counseling and coaching functions compared to other mentoring functions that were available. The lack of focus on other mentoring functions often left Marines ill-prepared to be successful in future assignments. The Marine Corps mentorship policies and practices must expand their focus beyond the basic mentoring functions of coaching and counseling. They must incorporate an understanding of the remaining mentoring functions, the benefits of having a mentoring relationship, and the difference in having a mentoring relationship (such as to serve as a guide that has more experience to help navigate the mentee, and providing reciprocal benefits to the mentor).

Additionally, the psychosocial function of role-modeling is important as it shapes the perception of an organization. Senior level leaders will often serve in the capacity of role models for the organization while junior members observe the characteristics deemed most important in becoming a future leader. That point highlights the importance of organizations choosing their senior leaders carefully as their work helps to inform the

perception of the organization. Our analysis also found that many individuals had significant role models that influenced them to join the Marine Corps. These same participants were hard-pressed to identify the same type of influential role model once they became established in the Marine Corps. These role models are important as they will be an essential part in sustaining the transformation of Marines within the organization. Marines will emulate their leaders that they find most impactful. Marines will embody the characteristics of the leaders they admire and will shy away from characteristics of leaders they see as negative influences. Role modeling is a vital function for developing future leaders; however, the Marine Corps must be cautious about the type of leader they desire to institute. As many Marines will follow in their role model's footsteps, the individuals being developed will create a like-minded organization.

2. Individual Development

The analysis of data and literature suggests that mentoring is a tool that reinforces individual development of a member within an organization. One of the two primary objectives for the organization is "Making Marines." However, this idea of "Making Marines" doesn't stop after initial training is complete. Many participants stated that the idea of development often dissipates the longer an individual stays within the organization due to competing priorities or lack of support. The Marine Corps' doctrine heavily emphasizes the continual development of individuals through its publications: Leading Marines, Sustaining the Transformation, and Learning (USMC, 2019b; USMC, 2018; USMC, 2020). These are fundamental ideas that require reinforcement through an ongoing basis that can be provided in effective mentoring relationships. Ultimately, the focus on individual development is critical if the organization wishes to retain the best and brightest members or to successfully transition those who have honorably completed their obligation.

3. The Marine Corps Experience

In order to be effective in mentoring, it is crucial for those serving in mentoring roles to understand the reasons why a member joined the service and their corresponding

goals. As many members have stated the impact of influential members associated with Marines on their decision to join the organization, the aspect of influence should be continuous beyond the period of initial allure. Many members desired for completion of a successful career, reaching retirement eligibility, or gaining command as future goals. Understanding the desires and unlocking potential of individual members are some of the considerations leaders and mentors need to center on. The impact of leaders and mentors in influencing and developing future commanding officers is crucial and can create beneficial circumstances for the organization in the long term. Overall, effective mentoring relationships can serve as a guide to reach goals more easily and also help influence the next generation of Marines through continued positive experiences.

C. RECOMMENDATIONS

Based on research and interviewee comments, the following recommendations are offered. They focus on methods that help build on the current MLD policy in place and strengthen the purpose for mentoring relationships within the organization.

1. Implement an Open Forum or Leadership Symposium to Discuss Development, Leadership, and Mentoring Topics

One of the most significant benefits of mentoring and leadership development programs is that it helps an individual to avoid making the same mistakes experienced by their mentor. It allows for the participant to develop at a faster rate than learning everything firsthand (USMC, 2020). With that in mind, many participants requested a feedback loop nested within a safe space to share successes and failures to learn from each other. Our research found that many wanted to have leadership forums or a symposium like event that allowed Marines to share their stories and provide lessons learned. Some participants simulated this same experience during their early years in service when junior-grade officers lived with their peers. They would communicate their struggles with each other and frequently ask for advice in a non-attributional forum. If the Marine Corps can establish this type of environment through an open forum or leadership symposium, a greater depth of knowledge can be passed from senior leaders to junior leaders and even through peers. Our analysis found that many Marines had to learn the

lessons firsthand, only to find that their superior or peer has already encountered that problem in the past. Stimulating the development of members through open discussion allows for the organization to develop a leader better prepared for future challenges. Ultimately, this increases the effectiveness and efficiency of the organization. This is particularly important as the Marine Corps is trying to do more with less resources.

2. Training Program for Mentorship

Responses indicated that the Marine Corps has significant flaws when it comes to developing mentors. Johnson and Andersen (2010) argue that effective mentors must be developed through teaching and education. Mentors who are better equipped to provide mentorship will effectively develop better future leaders, which is outlined within the Marine Corps' doctrine on learning (USMC, 2020). The analysis conducted suggests that there are both discrepancies in the awareness of development related policies and programs and providing examples of how to conduct mentoring successfully in the organization. Most members interviewed stated that they embodied aspects or emulated individuals that had characteristics they deemed desirable when providing mentorship to others. However, there was no formal training mechanism associated in teaching mentoring functions, phases of mentoring, providing a purpose to mentor, or distinguishing types of leadership. In order to address these shortfalls, the Marine Corps should have a voluntary training program in place to develop those that desire to be an effective mentor in the organization.

3. Strategic Storytelling

Another tool that can help with teaching and developing mentors or individual members is through the art of storytelling. One female participant stated the impact that stories had on her development both in and out of the Marine Corps. She states that, "everybody's taught something through stories… Whether it's stories from your family, the stories that…you experienced yourself. It's all those human heuristics that happen [and] you don't know what you don't know. I know we say that a lot in the military, but it's so true."

Hall (2019) provides a structure to connect with individuals through the practice of strategic storytelling. She highlights three key factors that are effective in producing stories that are impactful and provide meaning for intended audiences. These factors include bridging gaps, components that make a great story, and a storytelling framework (Hall, 2019).

a. Bridging Gaps

Hall (2019) states that the idea of bridging gaps is to provide a connection of two entities between a noticeable space that has been created. She states that this idea is best seen in the corporate world when organizations are trying to connect with their customers in order to generate business and to reduce observable sales gaps. However, the problem of bridging gaps between parties can expand in other realms to include investors and entrepreneurs, recruiters and prospective workforce members, and leaders and subordinates in an organization. Hall argues that there are three main elements in order to build an effective bridge for an audience to cross a gap. These elements include capturing the attention of the audience, influencing them, and instilling transformation.

The first element consists of gaining the attention of an audience to serve as a leverage point. An audience should give its attention freely and willingly. The individual telling the story attempts to captivate the audience and develops a narrative transport into the story, connecting with the audience, and allowing the audience to fill in the narrative message with their own experiences (Hall, 2019). The second element of influencing an audience relates to the ability to compel individuals to take desired actions. Hall suggests that when audiences lose themselves within a story, resistance disappears, and the message behind the story sets the stage for persuasion. The last element is the idea of transforming the audience that has a lasting impact of change that closes the gap. Hall states that the idea behind transformation is to ensure that a bridge does not need to be consistently rebuilt. Lasting impactful stories provide a deeper meaning, often refocusing messages to a bigger purpose.

The idea of bridging gaps is not a new concept within the Marine Corps. As Hall has stated in her examples of scenarios where bridging gaps can occur in multiple

domains, the Marine Corps' recruiting force already implements the idea of bridging gaps when dealing with new applicants through the Marine Corps' Communication and Consulting (MC3) process (USMC, 2011). The Marine Corps Recruiting Command (MCRC) places the bridging gaps technique in the second phase (explore and enable ideas) of effective communication skills when dealing with applicants. The Marine Corps' methodology of bridging gaps in the recruiting sector consists of three actions: 1) state what matters to you and why 2) ask the other person what matters and why 3) explore and agree on possible solutions. All three of these actions incorporate some aspect of the elements described in Hall's model for bridging gaps (USMC, 2011). Although this concept is initially introduced as a mechanism to gain an applicant's commitment to join the service, the same process can be taught to and utilized by leaders and mentors outside of the recruiting force when continuing development with established organizational members.

b. Components of a Great Story

Hall (2019) suggests that great storytelling include four components: having identifiable characters, developing authentic emotion, incorporating a significant moment, and providing specific details. Identifiable characters consist of beings that we value, connect with, and doesn't require elaboration. She also argues that authentic emotions in a story, simple or dramatic, that is felt by the characters allows the receivers of the story to empathize and increases the impact of the message being provided. The next component deals with a significant moment that provides a magnified view or greater focus on a critical point for the story receiver. The last component deals with specific details that are descriptive and relevant to the audience in order to draw in story recipients and to develop connection with the story being told (Hall, 2019).

c. Storytelling Framework

Hall (2019) states that stories should incorporate a descriptive framework that utilizes three acts identified as the normal, explosion, and new normal. The normal act serves as an introduction of a story and describes the setting on how things and characters were before a change occurred. The components of a great story are ideally found in the

normal act and it gives the first opportunity for an audience to connect and empathize. She continues with the act of an explosion or moment when a change occurs that allows the audience to observe that something is completely different. This observable change can be either good or bad. Lastly, she argues that the final act creates a new normal situation. This is when transition occurs and an idea is shared with the audience on how the characters or the storyteller have changed, grown, or improved. The last act is attempting to present a key point to the audience and ultimately makes the story worthwhile.

d. Case Study Example (General Peter Pace during the Vietnam War)

A story that best exemplifies the three factors found in Hall's model for storytelling is the experience of General Peter Pace during the Vietnam War in 1968. General Pace served as a small platoon leader that incorporated only 14 Marines under his charge due to massive casualties created from the conflict (Garamone, 2007). He became close with one of his subordinates, Guido Farinaro, after serving six months with him in the Vietnam War. Farinaro was an Italian immigrant that wanted to payback the opportunities provided to him by the United States. Immediately after high school, he felt the best way to achieve this goal was through military service in the Marine Corps. During a patrol in the Da Nang region on July 1968, Farinaro, who was next to General Pace, was immediately shot and killed by an enemy sniper. Outraged by the incident, General Pace at the time called for an artillery strike towards a village where he thought the sniper fire came from. At the time, General Pace's platoon sergeant had a disappointed look in his face after the artillery strike call was made. This expression made by General Pace's senior enlisted advisor signaled that the action he was taking was ethically wrong. Eventually, General Pace called off the artillery strike and conducted the correct action of sweeping the nearby village for enemy combatants. When General Pace and the remainder of his platoon arrived at the village, they discovered only women and children present. He realized that if he had continued with the action of an artillery strike on the village, he would have killed innocent women and children. The lesson that General Pace learned from that day was everlasting—to hold firm in his morality and to carefully think through decisions in a rational manner. When individuals are in an

emotional state, this is a time when the biggest challenges will present themselves and knowing what the right thing to do becomes critical (Garamone, 2007).

General Pace's story was extremely compelling and impactful. I, Bo Yang, can attest to this after listening to this exact same story told in person by General Pace in 2016 at the Expeditionary Warfare School (EWS) mess night dining event. This event hosted over 300 military members from the joint service and international allies. This was the first time I'd ever seen a general officer in a vulnerable and emotional state speaking on the impact one Marine (Guido Farinaro) had on his life and the reason why he continued to serve in the Marine Corps for multiple decades. General Pace stated that he owed it to the platoon members that died in Vietnam to continue serving others. There was a sense of connection made by the way General Pace told his story that effectively captivated the audience. Additionally, there were multiple leadership and transformational lessons to gain from this specific story, such as the importance of rationality in decision making and understanding the consequences created from the decisions we make. General Pace's story of his experience in the Vietnam War encompasses multiple factors found in Hall's model for effective strategic storytelling. This specific case study shows how impactful storytelling can be. If utilized properly, storytelling can be an effective tool in how we teach and develop members within the Marine Corps.

D. FUTURE RESEARCH

Although there were limitations to this specific study, the ideas suggested below serve as a means to continue the discussion concerning Marine Corps development and mentoring practices.

- Conduct a study interviewing both individuals in a mentoring relationship (mentor/mentee) to provide an idea of how mentoring relationships are identified in the Marine Corps.
- Conduct a similar study incorporating enlisted Marines.

- Conduct a similar study with a larger population of Marines (operational unit or region)
- Expand the research to include a wider variety of Marines from different combat-related MOS's.
- Expand the study to conduct comparative research between mentorship and leadership development within the Marine Corps.
- Evaluate the impacts of the learning doctrine.
- Conduct a separate study on the sustaining the transformation concept that is associated with continual development in the Marine Corps.
- Conduct a study to determine the most effective training program for the development of mentors.
- Analyze the effects of mentoring relationships with current and post unit level commanding officers and the impacts of those relationships towards leadership styles and practices.
- Conduct comparative research on how all military services in the United States develop and execute mentoring and development programs.
- Conduct research on how mentoring practices are employed in industry and how their development of workforce members compares to the military's mentoring programs.

E. CLOSING STATEMENT

This study suggests that Marine Corps' change towards the MLD policy and the introduction of an informal mentoring framework is a step in the right direction for the organization regarding development. However, there are additional concerns identified by the participants interviewed that stress a lack of awareness with the new policy, a low prioritization for individual development by unit leaders, and the absence of teaching

mentorship fundamentals in a structured environment. If the Marine Corps is truly concerned about the development of individuals within the organization, refinements in the MLD policy must occur to address the shortfalls identified. A good starting point for the Marine Corps to focus on the key points brought in the discussion and recommendation areas provided from participants and researchers. This study hopes to bring more awareness on the impact mentoring has on individual development and the comprehensive benefits provided through mentoring relationships when conducted properly.

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APPENDIX: INTERVIEW QUESTIONS

Thesis Topic: Marine Corps Mentorship: An exploratory study on changes from a formal to informal framework

Format: Interviews conducted will follow a semi-structured format while taking place in-person (when suitable), on the phone, or through any other digital/video teleconferencing method (Microsoft Teams, Zoom Video, or FaceTime). All interview conversations will be recorded through digital means to maintain dialog accuracy and will be later transcribed for data analysis purposes.

Instructions: Participants will be asked open-ended questions while reflecting on their individual experiences while serving in the Marine Corps. Focus areas for questions will cover leadership and mentoring within the service organization. Sub-bulletized questions that are italicized are probing questions within each category.

A. LEADERSHIP QUESTIONS

- What are some main concerns that a leader in the Marines should focus on?
- Tell me about a difficult leadership challenge you had to deal with?
    - *How did you respond to this leadership challenge? What was the outcome?*

B. MENTORING QUESTIONS

- What do you think is the purpose of mentoring?
    - *Why do you Mentor?*
    - *What does mentoring mean to you?*
- Tell me about a time you mentored someone?
    - *Why did you mentor this person?*
    - *How was the relationship established?*
    - *What contributing factors made this a success or failing relationship?*
- Tell me about a time you were mentored?
    - *How was the relationship with the mentor?*
    - *How was the mentorship experience (positive/negative)?*
- There have been two distinct mentoring policies since 2006. Tell me about your experiences with both programs?
    - *Were there any positive or negative factors observed?*
    - *Are improvements required?*
    - *Do you have any recommendations with regards to mentoring policies?*

C. ADDITIONAL QUESTION

- What else do we need to know that we didn't discuss concerning mentoring and/or leadership?

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